

Subject: English

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Heroes and Villains	<ul style="list-style-type: none"> Developing interpretation and analysis skills of non-fiction texts. Studying persuasive writing and applying it in their own writing. Reading and exploring poetry written pre-1900. Reading a novel (post-2000). 	<ul style="list-style-type: none"> Students are set a spelling homework once a fortnight. Doddle tasks (online homework system) are set to improve students' grammatical skills and secure understanding of the texts they are reading. Accelerated Reading tasks are set in LRC lessons. 	<ul style="list-style-type: none"> Encourage wider reading at home, particularly the reading of newspaper articles. Discuss what they think of the books which they are studying in class. Help your child with their spellings.
Fantasy and the Supernatural	<ul style="list-style-type: none"> Studying Shakespeare's A Midsummer Night's Dream. During their study of the play, they will be focussing on the relationships between characters and key themes. Reading and exploring poetry and short stories written pre-21st century. 	<ul style="list-style-type: none"> Students are set a spelling homework once a fortnight. Doddle tasks (online homework system) are set to improve students' grammatical skills and secure understanding of the texts they are reading. Accelerated Reading tasks are set in LRC lessons. 	<ul style="list-style-type: none"> Encourage wider reading at home. Discuss what they think of Shakespeare's play and ask them to tell you about the story. Help your child with their spellings.
Crime and Punishment	<ul style="list-style-type: none"> Studying extracts from Charles Dickens' novels and analysing character and language choices. Studying short stories, including some Sherlock Holmes tales. Reading and exploring meaning in a selection of crime ballads. Studying non-fiction articles and using the content to debate wider issues. 	<ul style="list-style-type: none"> Students are set a spelling homework once a fortnight. Doddle tasks (online homework system) are set to improve students' grammatical skills and secure understanding of the texts they are reading. Accelerated Reading tasks are set in LRC lessons. 	<ul style="list-style-type: none"> Encourage wider reading at home, particularly crime fiction. Ask them about any Dickens' character whom they've studied or discuss the plot of any of the Sherlock Holmes stories which they've read. Help your child with their spellings.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Handwriting booklets and grammar resources are available for free from Mrs O'Brien in the English department.	English Department Workroom or Mrs O'Brien.	No cost.
A recommended reading list is available from Mrs O'Brien.	English Department Workroom or Mrs O'Brien.	No cost.

Extra Support:

What	When	Where
Reading and Writing Club	Thursday after school 3:15pm – 4:00pm	LRC
Boys' Creative Writing Club	Thursday after school 3:15pm – 4:00pm	LRC

Other ways in which parents/carers can help:

<ul style="list-style-type: none"> Encourage pupils to borrow books from the local or school library. Discuss news events at home, or events in a book they're reading, to help them to develop their own opinion.
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Subject: Maths

Timing	Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Autumn 1	The number system	<ul style="list-style-type: none"> Calculate with negative numbers. Find factors and multiples of values. Recognise prime, square, cube numbers and their roots 	mymaths	Ask what the prime numbers are up to 30.
	Calculating	<ul style="list-style-type: none"> Order of operations. Number calculations. 	mymaths	Give your child calculations with up to 3 digit numbers.
Autumn 2	Constructing	<ul style="list-style-type: none"> Construct triangles accurately. Know the net of a cube. 	mymaths	Ensure your child has a geometry set.
	Algebra	<ul style="list-style-type: none"> Collect like terms. Substitute values into expressions. 	mymaths	Help your child with calculations involving negative values.
Spring 1	Proportional reasoning	<ul style="list-style-type: none"> Use and simplify ratios. Solve problems involving proportion. 	mymaths	Give a recipe for 4 people and ask how much would be needed for 12 or 10 people.
	Sequences	<ul style="list-style-type: none"> Use a term to term rule to describe. Use a term to term rule to generate a sequence. 	mymaths	Ask what a linear sequence is.
Spring 2	Fractions, decimals and percentages	<ul style="list-style-type: none"> Calculate with fractions. Calculate with percentages. 	mymaths	Ask your child to give you equivalent fractions, decimals & percentages.
Summer 1	Calculating space	<ul style="list-style-type: none"> Calculate the area of shapes. Calculate the volume of shapes. 	mymaths	Ask your child what formulae they know for the area of shapes.
	Mathematical movement	<ul style="list-style-type: none"> Use co-ordinates in all four quadrants. Use transformations to move shapes. 	mymaths	Play the game Connect 5 together on mymaths.
Summer 2	Presentation of data	<ul style="list-style-type: none"> Construct and interpret pie charts. Construct and interpret a line graph. 	mymaths	Ensure your child has a geometry set.
	Measuring data	<ul style="list-style-type: none"> Calculate and interpret averages. Use the mean to find a missing value. 	mymaths	Ask your child to explain what averages they know.

Support/Study Guides Available:

Title	Available From	Approximate Cost
mymaths.co.uk	Internet	FREE

Extra Support:

What	When	Where
Maths homework club	Every lunchtime	C2

Other ways in which parents/carers can help:

- Check mymaths results to make sure they are green and help your child work through the lesson on each topic if they find it difficult.

Subject: Science

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Biology B1	Cells, structure and function of bodily systems, reproduction.	<ul style="list-style-type: none">• 6 mark questions.• Practical write-ups.• Revision & flashcards.• Key words.	<ul style="list-style-type: none">• Test knowledge and use of key words and terminology.• Help revision of key topics and practicals completed in class.• Encourage revision methods such as using flashcards to summarise and test knowledge.• Promote use of Kerboodle to revisit content studied in class.
Chemistry C1	Particles and their behaviour, elements, atoms and compounds, chemical reactions, acids and alkalis.	<ul style="list-style-type: none">• 6 mark questions.• Practical write-ups.• Word equations.• Revision & flashcards.• Key words.	
Physics P1	Forces, sound, light, space.	<ul style="list-style-type: none">• 6 mark questions.• Practical write-ups.• Calculations.• Revision & flashcards.• Key words.	

Support/Study Guides Available:

Title	Available From	Approximate Cost
CGP Study and Question books (will last until the end of Y9)	Miss Iwanczuk, S7	£10 through school (£20 from shops)
Kerboodle support and homework	www.kerboodle.com	Free (students provided with login)
BBC Bitesize Key Stage 3	BBC website	Free

Other ways in which parents/carers can help:

- Ensuring students complete homework on time.
- Encouraging them to seek help if they are struggling.
- Supporting students to revise for end of chapter tests.
- Helping students to review tests to see where to improve and set targets to ensure progress.

Subject: Art

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Mark Making	<ul style="list-style-type: none"> • How Van Gogh used a variety of mark making techniques in his paintings. • How to create tone and texture using various mark making techniques. • How to apply watercolour paint correctly. • How to draw from direct observation. 	<ul style="list-style-type: none"> • Design a title page that demonstrates various mark making techniques. • Observational drawing of a boot. • Draw an object using mark making techniques. 	<ul style="list-style-type: none"> • Make sure that they have some basic art making equipment such as colouring pencils, watercolour paints etc. • Take them to galleries, museums and other sites of cultural interest. • Take an interest in their art and give them lots of praise and encouragement. • Help them with homework that requires access to ICT. • Check their planner for homework.
Colour	<ul style="list-style-type: none"> • About colour theory and how to mix colours from the 3 primaries. • How colours relate to one another e.g. harmonious colours/complimentary colours. • How to create tone using paint. 	<ul style="list-style-type: none"> • Produce a piece of art that demonstrates understanding of colour theory. • Do an observational drawing in colour. • Research the artist Sonia Delaney. 	
Pattern	<ul style="list-style-type: none"> • How to draw a shell/natural form using the formal elements. • How to adapt these drawings into a motif for a repeat pattern. • How to use poly-printing technique to make a repeat pattern print. 	<ul style="list-style-type: none"> • Research images and objects on the theme of 'the sea' for print motif. • Research Art Nouveau patterns. • To evaluate prints. 	

Support/Study Guides Available:

Title	Available From	Approximate Cost
The Children's Art Book	Amazon. Ebay	£10

Extra Support:

What	When	Where
Catch-up club	Any lunchtime	Art 2

Subject: Computing

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Starting at school	<ul style="list-style-type: none"> • How to logon to the network and what makes a good password. • How to name files and folders correctly. • Email use and etiquette. • Basic office software skills. 	<ul style="list-style-type: none"> • Sending an email to another person, applying the skills learnt in the lesson. • Producing a poster on basic software skills. 	<ul style="list-style-type: none"> • Ask them about effective passwords. • Make sure they do not tell other students their password. • Check the email that they send to make sure it is correct.
Digital literacy	<ul style="list-style-type: none"> • Word skills. • Creating a business letter. • Creating an effective Presentation. 	<ul style="list-style-type: none"> • Students will look at basic to advanced skills in Word. • Students will learn basic and advanced skills in PowerPoint. 	<ul style="list-style-type: none"> • Ask them to show them and teach you the skills they have learnt at school.
What are computers	<ul style="list-style-type: none"> • Students will look at what makes a computer. • The history of computers. • What is a bit and byte. 	<ul style="list-style-type: none"> • What are input and output devices. • What is a network. • Converting binary to decimals. 	<ul style="list-style-type: none"> • Check their understanding by looking at the work that was covered in the lesson. • Ask them questions about their work, for example, what is an input device? • Get them to list output devices.
Think like a computer scientist	<ul style="list-style-type: none"> • How to decompose a problem. • What is an algorithm? • How to write an algorithm and solve a problem. • How to make algorithms efficient. • Drawing and manipulating shapes using software. 	<ul style="list-style-type: none"> • Write an algorithm for an everyday problem. 	<ul style="list-style-type: none"> • Ask your child what an algorithm is and get them to create one for you to follow. • Practice spreadsheet skills.
Creating an animation	<ul style="list-style-type: none"> • Building on algorithms in the previous topic, students will apply this to a given problem. • What are a sequence, iteration and procedure? • Using Scratch to create a program. 	<ul style="list-style-type: none"> • Practise Scratch software at home. 	<ul style="list-style-type: none"> • Sit with your child and look at them create programs in Scratch.

<p>The origins of computing</p>	<ul style="list-style-type: none"> • Students will look at the origins of modern computing and the timeline of events and key events. • Students will look at how the CPU works and what it does and be able to think like a computer. 	<ul style="list-style-type: none"> • Research a pioneer in computing and produce a poster discussing what they did. 	<ul style="list-style-type: none"> • Discuss how computers have developed over the years.
<p>Web awareness</p>	<ul style="list-style-type: none"> • How the web works technically and how to recognise unreliable information. • How to create web pages. • E-safety, how to stay safe on the internet. 	<ul style="list-style-type: none"> • Students to produce a help sheet on how to effectively search the internet for information. • How to protect against online security. • Practise skills learnt online. 	<ul style="list-style-type: none"> • Discuss with your child e-safety. • Practice skills on W3schools.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Scratch website	https://scratch.mit.edu/	Free
W3 schools	www.w3schools.com/	Free
Code academy website	https://www.codecademy.com/	Free

Extra Support:

What	When	Where
Catch up sessions	Lunchtimes (with prior arrangement with the teacher) and Friday after school.	C3

Other ways in which parents/carers can help:

- Students are given a dynamic learning username and account so please see what they have been completing in the lesson.

Subject: Design and Technology – Food

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Safety and basic skills	<ul style="list-style-type: none"> • Safety, hygiene, basic equipment. Bacteria and yeast. • Eat Well Guide. • Function of ingredients. • Weighing and measuring. • Dietary fibre. • Rubbing in method. • Fruit/vegetables in season and organic 	<ul style="list-style-type: none"> • Sheets on basic equipment labelling • Bacteria, moulds and enzymes • Letter to friend on fibre 	<ul style="list-style-type: none"> • Helping them to carry out homework. Supporting them to weigh and measure ingredients accurately. • Practise similar dishes at home to ones cooked at school.
Design a pizza (assessed piece)	<ul style="list-style-type: none"> • Designing and making a pizza of their choice using a design brief, producing a specification and evaluating the final product. • (30 minute written exam.) 	<ul style="list-style-type: none"> • Pizza information board, plan order for making • Revision. 	<ul style="list-style-type: none"> • Help with finding pictures for information board. • Taste testing pizza. • Help with revision

Support/Study Guides Available:

Title	Available From	Approximate Cost
Year 7 Recipe Book	School	First one free 50p for any lost ones

Extra Support:

What	When	Where
Use of computers to complete homework.	By arrangement with teacher	T9, 10 and 11

Subject: Design and Technology – Resistant Materials and Graphics.

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Introduction to Design & Technology	<ul style="list-style-type: none"> How to be safe in the design and technology classroom. 	<ul style="list-style-type: none"> Health and safety rules in the classroom. 	<ul style="list-style-type: none"> Ask students how they ensure they are safe in the design and technology classroom.
Baseline assessment. (Making an acrylic keyring)	<ul style="list-style-type: none"> How to use basic tools and machines correctly and safely. How to mark out and measure accurately. How to use tools to cut, shape and smooth acrylic. 	<ul style="list-style-type: none"> Name and explain the basic tools and equipment. 	<ul style="list-style-type: none"> Talk to them regarding the process of cutting shaping and smoothing their acrylic keyring.
An introduction to materials (Making coasters and a coaster holder)	<ul style="list-style-type: none"> About natural woods, manufactured boards and plastics including their sub families and their characteristics. Further developing practical skills and understanding of working with tools and materials. 	<ul style="list-style-type: none"> Researching hardwood, softwood, manufactured board, thermoplastics and thermoset plastics. Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> Encourage them to be aware of products in the home, find out what materials are used for certain products and investigate why that material has been used (the properties).
Presenting design ideas - from 2D to 3D (Sketching and drawing in 2D & 3D)	<ul style="list-style-type: none"> How to convert 2D geometric shapes to 3D. How to sketch/ draw in oblique, isometric and 1pt perspective. (3D). The purpose of 2D and 3D when presenting designs to others. 	<ul style="list-style-type: none"> Draw a product in oblique or isometric. Draw a room or street scene in 1pt perspective. Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> Encourage them to practise their sketching and drawing skills, and to show you the techniques they have learnt in class.
The design process. (Making a vacuum formed clock)	<ul style="list-style-type: none"> Understanding the stages of the design process, the importance of each stage and how they link together. Develop a further understanding of plastics and their properties. Learning about different manufacturing techniques and processes. 	<ul style="list-style-type: none"> Research existing products. Researching different plastic forming processes with examples of products. Homework project: Research a particular product such as mobile phones, personal music players, bicycles, computers etc. Investigate how they have developed over the years and think about how the design process has been used in the development. 	<ul style="list-style-type: none"> Discuss what they are doing in lessons to produce their vacuum formed clocks, what is going well/ not so well in the manufacture? Get them to think about what they are doing and how they are doing it, could they change the process? Would it improve the final outcome? (The final task in the clock project is an extended piece of critical writing where they will need to discuss all of these things.)

Electronics (Making an electronic product)	<ul style="list-style-type: none"> • Learning about inputs, processes and outputs. • The identification of electronic components. • Electronic manufacturing processes including soldering. 	<ul style="list-style-type: none"> • Soldering storyboard (step by step guide) • Worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> • Encourage them to be enquirers and investigate how things work.
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Support/Study Guides Available:

Title	Available From	Approximate Cost
Technology Student – Primarily a GCSE website however the content is fantastic for consolidating learning in class and helping with homework.	http://www.technologystudent.com/	Free/internet access
BBC Bitesize – A great website with resources on many topic areas including videos which can help with homework.	http://www.bbc.co.uk/education/subjects/zfr9wmn Scroll down to select Resistant Materials, Graphics, Product Design, Electronics and Systems and Control for relevant content.	Free/internet access

Extra Support:

What	When	Where
Key Stage 3 catch up and homework support for any students who may be struggling with their work, or the quality of their work is not meeting expectations. These sessions are also open as a drop in to any student who may need support in completing homework.	Monday lunch (12.20 – 12.40) with Mrs S. Juniper. Or By prior arrangement with their class teacher.	T8

Subject: Design and Technology – Textiles

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Basic skills project	<ul style="list-style-type: none"> • Use of textiles in our everyday lives. • Basic sewing equipment. • Using an iron and threading the sewing machine. • Basic fabric decoration skills. 	<ul style="list-style-type: none"> • Textile house. • Safety • Labelling a sewing machine • Ironing sheet. • Fibres/fabrics 	<ul style="list-style-type: none"> • Help with research and selecting appropriate facts from the internet. • Allowing students to use an iron at home.
Drawstring bag (assessed piece).	<ul style="list-style-type: none"> • Designing and making a drawstring bag using a design brief, producing a specification and evaluating the final product. • (30 minute written exam). 		<ul style="list-style-type: none"> • Help with revision for exam

Support/Study Guides Available:

Title	Available From	Approximate Cost
Google and Wikipedia would be useful for researching existing products, prices and materials.	School by arrangement with class teacher or LRC	
Old Argos catalogue or similar to collect images, prices and descriptions of existing products.	Argos, Ikea or any fashion or furniture store.	

Extra Support:

What	When	Where
Use of computers to complete homework.	By arrangement with teacher	T4 and 5

Other ways in which parents/carers can help:

- If available, students to practise on a sewing machine at home.
- Providing craft kits or activities which help with cutting and fine motor skills.
- Practise threading needles.

Subject: Drama

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Bertold Brecht	<ul style="list-style-type: none"> The theatre of Bertolt Brecht. How Brecht's theatre style compares to realism. The techniques that Brecht used to create his style of theatre. 	<ul style="list-style-type: none"> Research into Brecht's Theatre. Evaluation of their final performance. 	<ul style="list-style-type: none"> Help your child to research Brecht's theatre style on BBC Bitesize, GCSE, Drama, Brecht. Ask your child to teach you about Brecht's theatre and discuss with them how it is different to the drama you watch together on television. Ask your child how they are using Brecht's techniques in their final performance.
Scripted Unit: Humpty Dumpty	<ul style="list-style-type: none"> How to create atmosphere. Focusing on creating tension within a script. Vocal awareness. Practising cues. Interaction. Empathy – focusing on subject of 'peer pressure' / 'bullying'. 	<ul style="list-style-type: none"> Line-learning. Use of stage directions. Stage positioning. How to layout their own script work. 	<ul style="list-style-type: none"> Support with script revision / line learning. Guidance for neat and coherent script layout according to lesson criteria.
Written Work– 'Rationale' (linking to Component 1 of GCSE) / Peer Assessment Reviews	<ul style="list-style-type: none"> Learning to 'describe' 'explain' their chosen 'theme', give 'examples' of their practical work, 'stating' what happened in a rehearsals, focusing also on 'how live theatre influenced their own work. How to evaluate their own and other's practical performances. 	<ul style="list-style-type: none"> Complete in full a 'rationale' of ideas from practical lessons. Completion of Peer Assessment review worksheet. 	<ul style="list-style-type: none"> Support checking of work, focusing on spelling errors and use of key drama terms. Support checking of work, focusing on spelling errors and use of key drama terms.

Support/Study Guides Available for Years 7-9:

Title	Available From	Approximate Cost
EG: National Theatre website	National Theatre – Learning – Fifty Years of Costume	Free
BBC Bitesize	www.bbc.co.uk/bitesize	Free

Extra Support:

What	When	Where
Homework Support Club	Wednesday lunchtimes	D2
Drama Club (LAMDA)	Thursday after school (March – May)	D2

Subject: French

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Allez 1 Unit 1	Basic personal information (name, age, birthday) School objects Alphabet Colours Classroom instructions.	<ul style="list-style-type: none"> • Learning and use of vocabulary and phrases. • Dialogues (ask and answer questions). 	Check that students know the meaning, the spelling of all vocabulary introduced in lessons.
Unit 2	Countries and nationalities .Brothers and sisters. Pets. Eyes and hair, physical and personality description.	<ul style="list-style-type: none"> • Vocabulary. • Writing paragraphs about self, family and friends. • Express simple opinions on pets and siblings; add some simple reasons to opinions. 	Encourage students to pay attention to accuracy in their spelling, punctuation and good homework presentation. Ensure students have a quiet place to do their homework to the best of their ability.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Vocabulary and extra work booklets	Classroom teacher	First one free, replacements (if lost) might come at a small cost
Trips abroad	MFL department	Depending on trip

Other ways in which parents/carers can help:

- Languages must be learnt and revised on a daily basis as a little bit and often is more efficient than last minute "all of it".
- Reinforce the importance of learning a second language (personal enrichment).
- Lessons must be revisited the night before any new lessons and all equipment must be brought to every single lesson (pack bag according to the timetable on the previous night).

Subject: Geography

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Introduction to geography	The key themes in physical and human geography.	<ul style="list-style-type: none"> • Takeaway homework - a set of 25 choices of topic related activities. 	Check for homework in planners.
Introduction to map skills	Ordnance survey map skills.	<ul style="list-style-type: none"> • Takeaway homework. • Research into their local area. 	Look at maps and atlases when on a visit or journey.
Exploring England	The key features of England and its geographical features.	<ul style="list-style-type: none"> • Takeaway homework. • Research into English regions. 	Think about how they are connected to different parts of England.
Rivers and flooding	Physical processes, river features. Flooding, with a focus on Bangladesh.	<ul style="list-style-type: none"> • Takeaway homework. • Research for assessment. 	Look for recent flood events anywhere in the world and consider their impact.
Amazing places	Atlas skills. Looking at global places of interest.	<ul style="list-style-type: none"> • Takeaway homework. 	Think about places they have visited. Look at a "bucket list" of dream destinations.
Weather and climate	How to forecast the weather, what makes it rain, the UK climate.	<ul style="list-style-type: none"> • Takeaway homework. 	Look at weather forecasts together and consider their accuracy.

Support/Study Guides Available:

Title	Available From	Approximate Cost
BBC Bitesize website		Free
Newspapers / TV news		Free
Maps and guides	During holidays and visits	Varies

Extra Support:

What	When	Where
Homework support club	Wednesday lunchtimes	H1

Other ways in which parents/carers can help:

<ul style="list-style-type: none"> • Encourage your child to research into geographical news events such as a volcanic eruption, migration, countries in the news etc.

Subject: German

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Zoom Deutsch 1 Unit 0	Basic personal information (name, age, birthday). Numbers 1-31. Countries and nationalities.	<ul style="list-style-type: none"> • Learning and use of vocabulary and phrases. • Dialogues (ask and answer questions). 	Check that students know the meaning and the spelling of all vocabulary introduced in lessons.
Unit 1a	Family members. Brothers and sisters. Pets and colours. Descriptions.	<ul style="list-style-type: none"> • Vocabulary. • Writing paragraphs about self, family and friends. • Answer questions. 	Encourage your child to say aloud longer sentences / paragraphs to improve confidence in speaking.
Unit 1b	Classroom objects. School subjects and opinions. Telling the time. Days of the week.	<ul style="list-style-type: none"> • Vocabulary. • Writing paragraphs about your school objects and subjects. • Express simple opinions on subjects; add some simple reasons to opinions. 	Encourage students to pay attention to accuracy in their spelling, punctuation and good homework presentation. Ensure students have a quiet place to do their homework within the best of their ability.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Vocabulary and extra work booklets	Classroom teacher	First one free, replacements (if lost) might come at a small cost
Trips abroad	MFL department	Depending on trip

Other ways in which parents/carers can help:

- Languages must be learnt and revised on a daily basis as a little bit and often is more efficient than last minute "all of it".
- Reinforce the importance of learning a second language (personal enrichment).
- Lessons must be revisited the night before any new lessons and all equipment must be brought to every single lesson (pack bag according the timetable on the previous night).

Subject: History

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
<p>Welcome to History!</p>	<p>Students will spend around 8 lessons studying the skills essential for success in history as well as the history of Kimberley. This will include:</p> <ul style="list-style-type: none"> • Chronology, family trees. • Using sources and artefacts. • Using photos as historical evidence. • A local visit into Kimberley. • An historical enquiry based on local history (group work project). 	<p>You can expect your son/daughter to be given 2-3 pieces of homework for this unit of work. This may include:</p> <ul style="list-style-type: none"> • An account of a life event. • Source interpretations. • Research into the history of Kimberley. 	<ul style="list-style-type: none"> • Research the history of your local area or your family. • Ask your son/daughter about the skills needed to be a good historian. • Check homework is completed on time.
<p>The Romans</p>	<p>Students will spend 10 lessons studying the Romans and Roman Britain. This will include:</p> <ul style="list-style-type: none"> • Using evidence to form a judgement. • The Roman Empire. • Gladiators. • What the Romans achieved in Britain (group work project). • The Roman Army • The fall of Rome and the Dark Ages. 	<p>You can expect your son/daughter to be given 2-3 pieces of homework for this unit of work. This may include:</p> <ul style="list-style-type: none"> • A letter home from a Roman gladiator. • The most important aspect of Roman Britain. • What does a Roman soldier look like? 	<ul style="list-style-type: none"> • Research the Romans. • Encourage reading for pleasure about the Romans (the school LRC has loads of books). • Check homework is completed on time.
<p>Conquest!</p>	<p>Students will spend around 10 lessons studying the Norman Conquest of England. This will include:</p> <ul style="list-style-type: none"> • The contenders for the throne on 1066. • The Battle of Stamford Bridge. • The Battle of Hastings. • The Bayeux Tapestry. • Why did William win? 	<p>You can expect your son/daughter to be given 2-3 pieces of homework for this unit of work. This may include:</p> <ul style="list-style-type: none"> • Who should be king? • Cause and consequence skills. • Drafting an assessment. • The Feudal System. • The use of castles. 	<ul style="list-style-type: none"> • Research the Norman Conquest. <p>Research the Bayeux tapestry and its meaning (www.bayeuxtapestry.org.uk)</p> <ul style="list-style-type: none"> • Discussing with your child why William won the Battle of Hastings – this will help prepare for their assessment (they will have factors written in their book).
<p>Medieval Power; Becket and King John</p>	<p>Students will spend around 6 lessons studying medieval power. This will include:</p> <ul style="list-style-type: none"> • Murder in the Cathedral: the death of Thomas Becket. • King John: good or bad king? • The 'phony king of England': How does Disney's Robin Hood portray King John? 	<p>You can expect your son/daughter to be given 2 pieces of homework for this unit of work. This may include:</p> <ul style="list-style-type: none"> • Why did Henry II and Thomas Becket quarrel? (Written work.) • King John's life and achievements. 	<ul style="list-style-type: none"> • Research the death of Thomas Becket, the life of Henry II and the relationship between the church and the crown in medieval England. • Discuss the relevance of the monarchy and the church today. • There is an excellent YouTube clip: search Medieval Realms - Magna Cart.

<p>Disease, Death and Revolt</p>	<p>Students will spend around 5 lessons studying disease, death and revolt in medieval England. This will include:</p> <ul style="list-style-type: none"> • The Black Death. • The Peasants' Revolt. 	<p>You can expect your son/daughter to be given 1 piece of homework for this unit of work:</p> <ul style="list-style-type: none"> • The Black Death Hits Kimberley!: News Article. 	<ul style="list-style-type: none"> • Discussing the impact of the Black Death on England. • Encourage your son/daughter to think about the reasons why the peasants were unhappy in 1381 • Researching the Poll Tax Riot of 1990 (you might even be able to remember something about it) and how this is similar to the Peasants' Revolt. • Setting targets for Year 8 by looking at the assessment log in the front of your child's History book.
<p>The Tudors and Henry III</p>	<p>Students will study aspects of the following:</p> <ul style="list-style-type: none"> • The young Henry • Henry VIII and the break with Rome(assessment) • What factors brought about this decision? 	<p>Homework may include:</p> <ul style="list-style-type: none"> • Pen portrait of Henry VIII. • Planning for an assessment. 	<ul style="list-style-type: none"> • Research into the life of Henry VIII. • There are lots of YouTube clips e.g. Horrible Histories.

Support/Study Guides Available:

Title	Available From	Approximate Cost
I Am Learning: KS3 History (smartphone/tablet app)	App Store	£1.49
Collins KS3 History Revision	Amazon / Waterstones	£8.00

Extra Support:

What	When	Where
Homework drop-in	Monday and Tuesday lunchtimes	H4

Other ways in which parents/carers can help:

<ul style="list-style-type: none"> • Encourage your child to research their own historical interests and discuss these at home and with their teacher. • There are also many websites for Key Stage 3 History, a google search will provide some great websites (historylearningsite is particularly good). • There are lots of books about history, including historical fiction, in the school's LRC. • You could also email the History department (history@kimberleyschool.co.uk), or follow us on Twitter (@KimberleyHist). • Take a look in your child's history book; they have information tracking their progress throughout the year. You could discuss what they need to do to improve.
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Subject: Music

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Spirituals & work-songs	<ul style="list-style-type: none"> ● Learn how to identify a pulse / beat. ● How to use their voice to chant and sing. ● How to use call & response. ● How to create lyrics for a work-song for group performance. ● Application of poly-rhythms. 	<ul style="list-style-type: none"> ● Listen to music that has a strong beat to develop a sense of pulse. ● Completion of lyrics for group performance. ● Revision of keywords / musical vocabulary. 	<ul style="list-style-type: none"> ● Encourage the uptake of a musical instrument.
Finding your way around the keyboard	<ul style="list-style-type: none"> ● Learn about the notes on the keyboard and reading notation. ● Perform simple pieces of music using the keyboard. ● Apply knowledge of keyboard skills through performance. ● Learn about and apply chords to the melody. ● Transpose a simple melody without the aid of notation. 	<ul style="list-style-type: none"> ● Where possible use the internet and tablets for keyboard practise of simple music. 	<ul style="list-style-type: none"> ● Take them to concerts festivals and other local events. ● Take an interest in their music and give them lots of praise and encouragement. ● Help them with homework that requires access to ICT.
Music of the Caribbean	<ul style="list-style-type: none"> ● Learn how to apply chords to a piece of music. ● Learn how to perform riffs. ● Combine chords and riffs for a group performance. 		<ul style="list-style-type: none"> ● Check their planner for homework.

Subject: PE

Curriculum Modules	What will my child be learning?	How do I support my child?
Athletics	<p>Within each module students will be expected to:</p> <ul style="list-style-type: none"> • Acquire and develop skills. • Make and apply decisions. • Develop a physical and mental capacity. • Evaluate and improve performance and understanding. • Make informed choices about active, healthy lifestyles. 	<p>Make sure your child brings the correct PE kit to every lesson (whether they are participating or not).</p> <p>Practice skills with them at home.</p> <p>Encourage them to participate in extra-curricular clubs/teams.</p> <p>Encourage them to lead a healthy active lifestyle by getting them involved in physical activity outside of school and advising them on what foods/drinks are good/bad for them.</p> <p>If you get the opportunity, take them to watch elite level sport and give them an opportunity to watch a role model, and to inspire them to be like them.</p>
Games (e.g. football, netball, rugby)		
Dance		
Gymnastics		
Health related exercise (HRE)		
Swimming		
Outdoor and adventurous activities (OAA)		

Extra Support:

What	When	Where
Various extra-curricular clubs	Monday – Friday lunchtimes	Gym/Sports Hall/Astro
Various extra-curricular teams/clubs	Monday – Friday after school	Gym/Astro
Safari Badminton	Monday after school	Sports Hall (Cost £1)
Gymnastics Club	Tuesday after school	Sports Hall (Cost £1.50)
Us Girls	Tuesday after school	Kimberley Leisure Centre (Cost £2)
Trampolining Club	Thursday after school	Sports Hall (Cost £1.50)

Subject: RE

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
<p>Why do we study RE?</p> <p>What is belief?</p>	<ul style="list-style-type: none"> • What is belief? (bench mark assessment.) • What do you believe and how do your beliefs affect your life? • What makes someone religious? • What do Christians, Jews and Sikhs believe? • Interview between a believer and you. • Assessment: Interview with a member of Judaism, Sikhism or Christianity. • What is the soul? • Exploring God – what is God like? • What do Jews and Sikhs believe about God? 	<ul style="list-style-type: none"> • Researching different beliefs. • Interviewing family and friends about their beliefs. • Writing an interview between a believer and themselves. • Researching different views on God including humanists and atheists. 	<ul style="list-style-type: none"> • Share your views and beliefs. • Encourage your child to give opinions with reasons and examples.
<p>Spring Term</p> <p>What do people believe about God?</p> <p>Why do we suffer?</p>	<ul style="list-style-type: none"> • What do Christians believe? • Why does God allow suffering? • Forgiveness. • Corrie Ten Boom. • What do Muslims believe? • What are the 5 Pillars of Islam? • Ramadan and Zakat. • Assessment – 5 Pillars. • Lent. • Holy week. 	<ul style="list-style-type: none"> • Research the life of Corrie Ten Boom. • Respond to lessons on suffering and forgiveness creatively e.g. poems, art. • Learn key facts about festivals. 	<ul style="list-style-type: none"> • Check knowledge and understanding by asking questions. • Read through work checking for spellings, punctuation and grammar.
<p>Summer Term</p> <p>Judaism – What is it like to be Jewish?</p> <p>What is it like to be a Christian?</p>	<ul style="list-style-type: none"> • Passover – introduction. • 10 plagues. • What story is Passover based on? • What is worship? • Where do Christians worship? • How do Christians worship? • Where do Sikhs worship? 	<ul style="list-style-type: none"> • Newspaper article on the plagues. • Design your own place of worship. • Research religions and festivals. 	<ul style="list-style-type: none"> • Test knowledge on the key facts. • Compare family celebrations to religious festivals. • Encourage respect and understanding.

Extra Support:

What	When	Where
Homework Support Club	Wednesday lunch times	H2
Teacher and other students	Break or lunch times	H2 and H6

Subject: Spanish

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Zoom español 1 Unit 0	Basic personal information (name, age). Classroom instructions. Alphabet. Numbers 1-100. Family members.	<ul style="list-style-type: none"> • Learning and use of vocabulary and phrases. • Dialogues (ask and answer questions). 	Check that students know the meaning and the spelling of all vocabulary introduced in lessons.
Unit 1a	Dates and birthdays. Countries and nationalities. Pets. Physical and personality description.	<ul style="list-style-type: none"> • Vocabulary. • Writing paragraphs about self, family and friends. • Express simple opinions on pets and siblings; add some simple reasons to opinions. 	Encourage students to pay attention to accuracy in their spelling, punctuation and good homework presentation. Ensure students have a quiet place to do their homework within the best of their ability.
Unit 1b	School subjects and opinions. Speak about timetables and school activities. Telling the time.	<ul style="list-style-type: none"> • Vocabulary. • Writing paragraphs. • Answer questions. 	Encourage your child to say aloud longer sentences / paragraphs to improve confidence in speaking.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Vocabulary and extra work booklets	Classroom teacher	First one free, replacements (if lost) might come at a small cost
Trips abroad	MFL department	Depending on trip

Other ways in which parents/carers can help:

- Languages must be learnt and revised on a daily basis as a little bit and often is more efficient than last minute "all of it".
- Reinforce the importance of learning a second language (personal enrichment).
- Lessons must be revisited the night before any new lessons and all equipment must be brought to every single lesson (pack bag according the timetable on the previous night).