

Subject: English

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|-----------------------|--|--|--|
| Gothic Fiction | <ul style="list-style-type: none"> Studying extracts from gothic novels (all pre-1945), exploring language choices and how tension is created. Analysing language choices in a selection of gothic poems. Studying a modern play script of a gothic tale. Developing creative writing skills, focussing on how ideas can be structured for deliberate effect. | <ul style="list-style-type: none"> 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 the play they're studying, and some of the characters within it. |
| Journeys | <ul style="list-style-type: none"> Studying Shakespeare's <i>The Tempest</i>. During their study of the play, they will be focussing on the relationships between characters and important issues such as slavery. Reading and analysing a selection of travel articles, focussing on how the writer conveys their point of view. Studying and analysing examples of satire. | <ul style="list-style-type: none"> 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 and the main characters within it. Encourage the reading of newspaper articles, especially any examples of satire. |
| Point of View | <ul style="list-style-type: none"> Analysing a range of political and news articles, focussing on how important issues are presented by the writer. Studying a range of poetry from different cultures and exploring historical and social influences on their work. Researching and producing their own speech, which expresses their opinion on an issue of their own choice. | <ul style="list-style-type: none"> 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 of newspaper articles. Discuss with them what they are reading and their opinion on what they've read, in order to help them to develop their own opinions. |

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:

Encourage students 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 opinions.

Subject: Maths

| Timing | Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|--------|--|--|---------------------------------|--|
| Autumn | The Number System | <ul style="list-style-type: none"> Find the highest common factor and lowest common multiple. Use power notation. | mymaths | Ask how your child uses power notation. |
| | Calculating | <ul style="list-style-type: none"> Order of operations with brackets. Number calculations with decimals, fractions and negative numbers. | mymaths | Give your child calculations with fractions and check on a calculator. |
| | Algebra | <ul style="list-style-type: none"> Simplifying expressions. Expanding brackets. Substitute values into formulae. | mymaths | Help your child with calculations involving negative values. |
| Spring | Sequences | <ul style="list-style-type: none"> Describe a sequence with a rule. Generate a sequence from a rule. | mymaths | Play sequences beat the clock game on mymaths. |
| | Angles | <ul style="list-style-type: none"> Calculate missing angles in shapes. Explain reasoning using known angle facts. | mymaths | Ensure your child has a geometry set. |
| | Fractions, Decimals and Percentages | <ul style="list-style-type: none"> Solve problems involving percentage changes. | mymaths | Ask your child how to find percentages of a value. |
| | Equations and Inequalities | <ul style="list-style-type: none"> Solve equations using the balance method. Check solutions using substitution. | mymaths | Play equation dodo on mymaths. |
| Summer | Calculating Space | <ul style="list-style-type: none"> Calculate the area of shapes. Calculate the perimeter of shapes. | mymaths | Ask your child what formulae they know for the area of shapes. |
| | Presentation of Data | <ul style="list-style-type: none"> Construct and interpret graphs. Select the most appropriate graph. | mymaths | Ensure your child has a geometry set. |

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 B2 | <ul style="list-style-type: none"> Health and lifestyle, ecosystem processes, adaptation and inheritance. | <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 C2 | <ul style="list-style-type: none"> Periodic table, separation techniques, metals and acids, the Earth. | <ul style="list-style-type: none"> 6 mark questions. Practical write-ups. Word equations. Revision & flashcards. Key words. | |
| Physics P2 | <ul style="list-style-type: none"> Electricity and magnetism, energy, motion and pressure. | <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 Year 9) | 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? |
|--------------------|--|--|---|
| Portraits | <ul style="list-style-type: none"> To learn about the proportions of the face. To learn how to draw accurate features and get an accurate likeness. To learn about the art movement 'Fauvism' and use the techniques to develop colour theory work from Year 7. | <ul style="list-style-type: none"> Self-portrait in pencil. Self-portrait in pen. Portrait of family/friend. Colour portrait in Fauvist style. | <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. |
| Gargoyles | <ul style="list-style-type: none"> To learn the techniques of ceramics/clay. To learn about the history of gargoyles. To learn how to distort, exaggerate and stylise. | <ul style="list-style-type: none"> Research history and styles of gargoyles. Pencil drawing of a gargoyle. Design a gargoyle. | |
| Pop Art | <ul style="list-style-type: none"> To practise still life and observational skills. To develop and stylise these using Pop Art influences. To learn about the Pop Art movement and the artists Roy Lichtenstein and Andy Warhol. | <ul style="list-style-type: none"> Still life observation of a group of food packaging. Collect food wrappers to bring in. Research Roy Lichtenstein and Andy Warhol. | |

Support/Study Guides Available:

| Title | Available From | Approximate Cost |
|-------------------------|----------------|------------------|
| The Children's Art Book | Amazon or Ebay | £10 |

Extra Support:

| What | When | Where |
|-------------------|---------------|-----------------|
| Art Catch-up Club | Any lunchtime | Art 1 and Art 2 |

Subject: Computing

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|-----------------------------------|---|--|--|
| Microbit | <ul style="list-style-type: none"> • What a microbit is. • How it works. • Creating programs. • Produce a solution to a given project. | <ul style="list-style-type: none"> • Practise skills at home. • Create their own program based on skills learnt in the lesson. | <ul style="list-style-type: none"> • Ask your child what a microbit is. • Get them to demonstrate a program and ask them about it. |
| Operating Systems | <ul style="list-style-type: none"> • Understand what an operating system is and what it does. • Look at different operating systems. | <ul style="list-style-type: none"> • Research and compare different operating systems. | <ul style="list-style-type: none"> • Ask your son/daughter about the topic and check their understanding. |
| Python | <ul style="list-style-type: none"> • Your child will learn how to display a message in Python. • Your child will understand the term variable and where it is used effectively. • User interaction within Python. • Write a simple program. • Solve various problems and apply knowledge of taught programming skills. | <ul style="list-style-type: none"> • Practising taught skills. • Completing set problems. | <ul style="list-style-type: none"> • Help your child to practise techniques that are used in the course. • Talk to them about what they have been doing in the lesson. |
| Connecting to the Internet | <ul style="list-style-type: none"> • How we connect to the internet today and in the past. • What a network is. • What is an internet provider? • How computers communicate with each other. | <ul style="list-style-type: none"> • Students will look at where they connect to the internet, using which device and for how long. | <ul style="list-style-type: none"> • Discuss what internet service provider you have at home. |

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| Animation Project | <ul style="list-style-type: none"> Students will learn how to plan and create an animation. Students will look at then evaluating their animation looking at how it could be improved and if it achieves the brief. | <ul style="list-style-type: none"> Students will look at key animators and how they have influenced the field of animation. Practise animation techniques. | <ul style="list-style-type: none"> Ask your child what a storyboard is. Look at what different animation techniques there are. |
| Databases | <ul style="list-style-type: none"> Students will learn what a database is. Students will enter data into a database and perform queries and reports. | <ul style="list-style-type: none"> Students can find out what key terms in a database are. | <ul style="list-style-type: none"> Ask your child what a database is and what they are used for and what the benefits are. |

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: D&T – Food

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|-----------------------------|--|--|--|
| Healthy Eating | <ul style="list-style-type: none"> • Eat well guide in detail. • Balanced diet. • Carbohydrates and fats. • Protein. • Vitamins and minerals. | <ul style="list-style-type: none"> • Homework on iron and calcium. • Spelling test. • Vegetarians and protein. • Eat well guide. | <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. |
| Cereal/ Staple Foods | <ul style="list-style-type: none"> • Staple foods. • Different cereals. • Designing and making a pasta sauce 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"> • Taste testing. • Revision. • Market research on pasta. | <ul style="list-style-type: none"> • Taste testing pasta and sauce. Help with revision. • Practise similar dishes at home to ones cooked at school. |

Support/Study Guides Available:

| Title | Available From | Approximate Cost |
|--------------------|----------------|---------------------------------------|
| Year 8 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 |

Other ways in which parents/carers can help:

Allowing your child to cook and wash up for themselves at home.

Subject: D&T – Graphics and Resistant Materials

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|---|--|--|--|
| Materials 2 | <ul style="list-style-type: none"> • A further understanding of woods and plastic. • An introduction to metals – ferrous, non-ferrous and alloys. • An introduction to composite, smart and modern materials. | <ul style="list-style-type: none"> • What would happen if?: Investigating products and the materials they are made with. • Looking at materials' properties. • 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). • Ask them what would happen if a product was manufactured with a different material. |
| Manufacturing Processes (Making a jointed toy) | <ul style="list-style-type: none"> • Scales of production including one off, batch and mass. • Assembly methods. • Product disassembly and analysis. • How to manufacture wooden products. | <ul style="list-style-type: none"> • Skills worksheets on the processes we use in school. • Completing worksheets and tasks as set by the class teacher. | <ul style="list-style-type: none"> • Look at products which are used in your everyday lives and get them to think about the ways in which they have been manufactured. Think about the tools, equipment and processes which are involved. |
| Presenting Design Ideas 2 - From 2D to 3D (Sketching and drawing in 2D and 3D) | <ul style="list-style-type: none"> • Developing 3D drawing skills – drawing curves in isometric, 2pt perspective. • Technical drawing skills, including 3rd angle orthographic projection. • Understanding the appropriate use and differences of sketches and drawings in both 2D and 3D. | <ul style="list-style-type: none"> • What good looks like! Analyse two design ideas and decide whether/ how they fully communicate the design. • 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. |
| Systems and Control (Making a mechanical toy) | <ul style="list-style-type: none"> • Motion and mechanisms. • Integrating mechanisms into products. | <ul style="list-style-type: none"> • Research a product and investigate the types of motion it has and mechanisms it may use. • Completing worksheets and tasks as set by the class teacher. | <ul style="list-style-type: none"> • Ensure they are able to explain to you the four types of motion – rotary, linear, reciprocating and oscillating. • Ask them about how we can transfer one type of motion to another. |

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| <p>Sustainability</p> | <ul style="list-style-type: none"> • Learn what is meant by sustainability. • Understand why and how products have an impact on the environment. • Learn about the six Rs – Recycle, Rethink, Refuse, Recycle, Reuse, Repair | <ul style="list-style-type: none"> • <u>Homework Project</u> - research a given product and its impact on the environment at each stage of the product's life cycle. Design a more environmentally friendly version of that product. • Analyse packaging at home and look for the symbols which relate to sustainability. • Examine a mobile phone. | <ul style="list-style-type: none"> • Encourage them to be aware of the packaging they are using and throwing away. Could it be recycled or reused? • Look at products and investigate whether they have been designed to be repaired or just thrown away. Why and how have they been designed in this way? |
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Support/Study Guides Available:

| Title | Available From | Approximate Cost |
|--|--|-----------------------------|
| <p>Technology Student – primarily a GCSE website however the content is fantastic for consolidating learning in class and helping with homework.</p> | <p>http://www.technologystudent.com/</p> | <p>Free/internet access</p> |
| <p>BBC Bitesize – A great website with resources on many topic areas including videos which can help with homework.</p> | <p>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.</p> | <p>Free/internet access</p> |

Extra Support:

| What | When | Where |
|--|--|-----------|
| <p>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.</p> | <p>Monday lunch (12.20 – 12.40) with Mrs S. Juniper. Or By prior arrangement with their class teacher.</p> | <p>T8</p> |

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? |
|--------------------|---|--|---|
| Hat Project | <ul style="list-style-type: none"> • Thread sewing machine competently. • Change sewing machine settings. • Cutting fabric. • Sewing curves. • Decorating fabric. • Research. • Product analysis. • Fabric testing. • Designing and making a hat using a design brief, producing a specification. • 30 minute written exam. | <ul style="list-style-type: none"> • Interview clients. • Survey. • Hat mood board and research. • Recycling plastic bottles. • Hat costing sheet. • Revision for exam and spelling tests. | <ul style="list-style-type: none"> • Providing catalogues that can be cut up. • Help with research and revision for tests and exam. |

Support/Study Guides Available:

| Title | Available From | Approximate Cost |
|--------------------------------------|----------------|------------------|
| Old Argos/Next catalogue or similar. | | |

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 would benefit from practising 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? |
|--|---|---|--|
| <p>Steven Berkoff</p> | <p>Total Theatre, including:</p> <ul style="list-style-type: none"> • Choral work • Soundscape • Physical characterisation • Mime | <ul style="list-style-type: none"> • Practitioner research, evaluative write up of performances, script revision and line learning | <ul style="list-style-type: none"> • Support with script revision / line learning • Accurate research. (Google) on practitioner that supports understanding in lessons. |
| <p>Design Focus: Costume</p> | <ul style="list-style-type: none"> • What a costume designer does • How to interpret a play • How to communicate a play's meaning • How to design a theatre costume | <ul style="list-style-type: none"> • Researching images of costume design in the theatre • An evaluation of how their costume demonstrates a specific character | <ul style="list-style-type: none"> • Help your child to find images of costumes that actors wear (Google - Images - costume design). • Discuss what they think that costume tells them about the character. • Help your child to include detail in their evaluation about the strengths and weaknesses of their design. |
| <p>Evaluation of Live Theatre</p> | <ul style="list-style-type: none"> • Critical thinking, persuasive writing, personal responses to theatre | <ul style="list-style-type: none"> • Theatre Review | <ul style="list-style-type: none"> • Support checking of work, focusing on spelling errors and use of key drama terms. |

Subject: Geography

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|-------------------------------|--|--|---|
| Weather and Climate | <ul style="list-style-type: none"> • What makes it rain? • What affects the UK climate? • What are microclimates? | <ul style="list-style-type: none"> • Takeaway homework - a set of 25 choices of topic related activities. • Weather diary. • Microclimate assessment. | <ul style="list-style-type: none"> • Check for homework in planners. • Look at the weather forecast together. |
| Changing Coastlines | <ul style="list-style-type: none"> • Ordnance survey map skills. | <ul style="list-style-type: none"> • Takeaway homework. • Research into their local area. | <ul style="list-style-type: none"> • Reflect on visits to the coast. • Can you locate them on a map? |
| Africa and Development | <ul style="list-style-type: none"> • How do we measure development? • What is life like in Ghana? • How do we help poor countries? | <ul style="list-style-type: none"> • Takeaway homework. • Research into African countries. | <ul style="list-style-type: none"> • Discuss Africa in the news. • Discuss what fair trade is and whether it is a good thing. • Charity – what are your views? |
| Extreme Environments | <ul style="list-style-type: none"> • How do people survive in mountains, deserts and cold environments? | <ul style="list-style-type: none"> • Takeaway homework. • Research for assessment. | <ul style="list-style-type: none"> • Check for homework in planners. |
| Global Fashion | <ul style="list-style-type: none"> • What is globalisation? • How do transnational companies work? | <ul style="list-style-type: none"> • Takeaway homework. • The geography of “my stuff”. | <ul style="list-style-type: none"> • Check for homework in planners. |
| My Local Region | <ul style="list-style-type: none"> • Is Kimberley a model town? • Local shopping environments. • Local issues – housing, transport and trams. | <ul style="list-style-type: none"> • Takeaway homework. • Local fieldwork. | <ul style="list-style-type: none"> • Check for homework in planners. |

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:

Encourage your child to research into geographical news events such as a volcanic eruption, migration, countries in the news etc.

Subject: History

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|---------------------------------------|--|---|---|
| Protestantism vs Catholicism | <p>Students will study the following:</p> <ul style="list-style-type: none"> • The difference between Protestant and Catholic churches. • Edward the boy king. • How bloody was Bloody Mary? • Elizabeth and her legacy. | <p>Homework will include:</p> <ul style="list-style-type: none"> • Personal investigation of churches today. • The use of nursery rhymes in history. • The role of women in history. | <ul style="list-style-type: none"> • Visits to local churches. • You Tube clips (Horrible Histories). • Family history of nursery rhymes/sayings. |
| The Stuarts | <p>Students will study the following:</p> <ul style="list-style-type: none"> • James I and the Divine Rights. • The Gunpowder Plot (peer assessment). | <p>Homework will include:</p> <ul style="list-style-type: none"> • The use of newspapers in history. • Writing a newspaper article from the past. | <ul style="list-style-type: none"> • Sharing the tradition of Bonfire Night and its historical importance. • Encouraging the use of newspapers to study events. |
| The English Civil War | <p>Students will study:</p> <ul style="list-style-type: none"> • Causes of the Civil War. • Civil War battles. • Families at war (assessment). • Trial and execution of Charles I. | <p>Homework will include:</p> <ul style="list-style-type: none"> • Research into the causes of the Civil War. • Imaginative work on families at war. • Preparation to take part in a mock trial. | <ul style="list-style-type: none"> • Visit Civil War sites e.g. the Battle of Bosworth, Leicestershire • Research into how the Civil War affected the local area e.g. the raising of the standard at Nottingham Castle. |
| Why and How Did London Change? | <p>Students will study the following:</p> <ul style="list-style-type: none"> • England without a king. • Cromwell, hero or villain? • Charles II, the Merry Monarch. • The Great Plague. • The Great Fire of London (assessment). | <p>Homework will include:</p> <ul style="list-style-type: none"> • Imaginative work e.g. letter or diary from someone living in London at the time. • Use of drawings/ paintings in history. | <ul style="list-style-type: none"> • Visit to Eyam, the plague village. • Christmas traditions and their historical importance. |

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| <p>Black Peoples of America</p> | <p>Students will study the following:</p> <ul style="list-style-type: none"> • What it was like to be a slave. • The Triangular Trade. • Life on a plantation (assessment). • Abolition of slavery. • Civil Rights in America e.g. Martin Luther King and Malcolm X. • Modern day civil rights. | <p>Homework will include:</p> <ul style="list-style-type: none"> • An extended project on a slave diary. • Abolition posters and designing a T shirt. | <ul style="list-style-type: none"> • Use of films/DVDs e.g. Roots, Amistad, Twelve Years a Slave. • Research into the struggle for emancipation. • Visit to Liverpool and the Slave Museum. |
| <p>The Industrial Revolution</p> | <p>Students will study:</p> <ul style="list-style-type: none"> • Comparison of Britain from 1750 to 1880 • The transport revolution • What was the impact of the Industrial Revolution? • Child labour and factory life • Take part in a role play in a factory inspection • Assessment on factory conditions • The Luddites. | <ul style="list-style-type: none"> • Comparison of sources 1750 and 1850. • Research life in a typical industrial town. • To learn the role of a character for a factory tribunal. • Plan for an assessment. | <ul style="list-style-type: none"> • Visits to Southwell Workhouse, Wollaton Park Industrial Museum, Papplewick Pumping Station • Research family background at the time of the Industrial Revolution • Use of films/DVDs e.g. Oliver Twist |

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 lunchtimes | H5 |

Other ways in which parents/carers can help:

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| <p>Encourage your child to research their own historical interests and discuss these at home and with their teacher.</p> <p>There are also many websites for Key Stage 3 history, a google search will provide some great websites (historylearningsite is particularly good).</p> <p>There are lots of books about history, including historical fiction, in the school's LRC.</p> <p>You could also email the History department (history@kimberleyschool.co.uk), or follow us on Twitter (@KimberleyHist).</p> <p>Encourage students to watch clips on YouTube of relevant topics to embed the learning of class work.</p> <p>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.</p> |
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Subject: Modern Foreign Languages (French)

| Curriculum Modules | What will my child be learning? | What homework will they be set? | How do I support my child? |
|---|---|--|--|
| <p>Allez 1 Unit 3</p> | <p>School, home and animals:</p> <p>Talk about school and where you live. Leisure activities. Describe animals.</p> <p><u>Grammar:</u></p> <p>The present tense. The perfect tense. <i>Je voudrais</i> + noun.</p> | <ul style="list-style-type: none"> • Write and speak longer paragraphs expressing opinions with reasons. • Use longer and more complex sentences. | <p>Challenge the length of paragraphs and time spent doing homework (minimum of 30 minutes).</p> <p>Ask students to come back and check work when complete to improve accuracy and add detail.</p> |
| <p>Unit 4</p> | <p>Food:</p> <p>Opinions on food and drinks. Ordering food in a restaurant. Use quantities and understand recipes.</p> <p><u>Grammar:</u></p> <p>Present tense of some regular and irregular verbs. Negatives. <i>Il faut.</i></p> | <ul style="list-style-type: none"> • Speaking: asking and answering questions in detail. • Translations. • Writing descriptions, giving opinions and reasons demonstrating the various grammar rules learnt in class. | <p>As above.</p> |
| <p>Unit 5</p> | <p>Local area:</p> <p>Places in town. Giving directions.</p> <p><u>Grammar:</u></p> <p>Prepositions. The imperative. Adjectives.</p> | <ul style="list-style-type: none"> • Speaking: asking for directions and giving directions. • Writing a description of a town in detail. | <p>Witnessing the learning and ensuring that the students reproduce the paragraphs accurately and fluently, both verbally and in writing (using minimal support).</p> |

| | | | |
|----------------------|--|--|---|
| <p>Unit 6</p> | <p>Lifestyle: Clothes and opinions. The weather. Routines.</p> <p><u>Grammar:</u> Reflexive verbs. Possessive adjectives.</p> | <ul style="list-style-type: none"> • Write and speak longer paragraphs expressing opinions with reasons. • Use longer and more complex sentences describing the weather and your routines. | <p>Challenge the length of paragraphs and time spent doing homework (minimum of 30 minutes).</p> |
| <p>Unit 7</p> | <p>Holidays: Holiday activities. Describe a past holiday. Festivals.</p> | <ul style="list-style-type: none"> • Write long a paragraph using 2 different tenses and opinions. | <p>Witnessing the learning and ensuring that the students reproduce the paragraphs accurately and fluently, both verbally and in writing (using minimal support).</p> |

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).

Testing vocabulary on a regular basis.

Ask that students explain the different grammar rules learnt in class.

Subject: Modern Foreign Languages (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 2a | Sports, hobbies, activities you do outside school. Weather. <u>Grammar:</u> Learn a variety of sentence structures. Present tense (regular and irregular verbs) | <ul style="list-style-type: none"> Write and speak longer paragraphs expressing opinions with reasons. Use longer and more complex sentences. | Challenge the length of paragraphs and time spent doing homework (min 30 minimum). Ask students to come back and check work when complete to improve accuracy and add detail. |
| Unit 2b | Talk about where you live, describe the rooms in your home, describe your bedroom. Numbers up to 100. <u>Grammar:</u> Present tense of some regular and irregular verbs. Use of he/she form and other verb forms. Prepositions. | <ul style="list-style-type: none"> Speaking: asking and answering questions in detail. Translations. Writing descriptions, giving opinions and reasons demonstrating the various grammar rules learnt in class. | As above. |
| Unit 3a | Food and drink. Opinions. In the restaurant. Numbers up to 1000. Healthy eating. <u>Grammar:</u> Negative forms. Use "verb second" word order. | Writing and learning by heart long paragraph using accurately 2 tenses. Learning phrases and dialogues in a restaurant. | Witnessing the learning and ensuring that the students reproduce the paragraphs accurately and fluently, both verbally and in writing (using minimal support). |
| Unit 3b | Local area. The places in a town. Asking and giving directions. Buy tickets and presents. <u>Grammar:</u> Modal verbs. Give instructions. Ask questions. | Writing and practising dialogues asking and giving directions. | Witnessing the learning of the dialogues. Checking accuracy. |

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|------------------------------------|-------------------|--|
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| 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).

Testing vocabulary on a regular basis.

Ask that students explain the different grammar rules learnt in class.

Subject: Modern Foreign Languages (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).

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 and 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. |
| Rhythm and Staff Notation | <ul style="list-style-type: none"> • Learn about different rhythms and apply combinations through group performance. • Compose own rhythm and perform in groups. • Learn the notes on the staff and keyboard. • Apply knowledge of keyboard skills through performance. | <ul style="list-style-type: none"> • Where possible use the internet and tablets for keyboard practise of simple music. • Complete rhythm composition. | <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. • Check their planner for homework. |
| 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. | | |

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 developing 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 encourage 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 lunch times | 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? |
|--------------------|---|---|--|
| Leadership | <ul style="list-style-type: none"> • What makes a good leader? • The life of Buddha. • What do Buddhists believe? • Why did the Jews need a Messiah? • The life of Jesus. • How and why do we celebrate Christmas? • Assessment – Christmas Story. | <ul style="list-style-type: none"> • Research the qualities needed by a leader. • Produce an extended piece of writing on someone you consider to be a good leader. • Create a Christmas story book. | <ul style="list-style-type: none"> • Proof read their work. • Discuss the qualities of a good leader. |
| Spring Term | <ul style="list-style-type: none"> • Moral dilemmas. • The Good Samaritan. • The Lost Son. • Jesus' teachings by word and example. • Exploring the teachings of Jesus. • Miracles. • Modern day Miracles. • What is prejudice? • Where is the prejudice today? • Why are some people prejudiced? | <ul style="list-style-type: none"> • Research miracles. • Research modern day miracles. • Write your own modern day parable. | <ul style="list-style-type: none"> • Watch the news together and discuss issues. • Proof read work. |
| Summer Term | <ul style="list-style-type: none"> • Who was Gandhi? • Martin Luther King. • Malcolm X. • Does racism still exist? • Why might religion lead to prejudice? • Why do some people believe in life after death? • What do Christians believe? • Why is the resurrection important? • What do Muslims believe? • What do Sikhs believe? • What do Buddhists believe? | <ul style="list-style-type: none"> • Produce a fact file on the leaders. • Show your beliefs about life after death in a creative way. | <ul style="list-style-type: none"> • Share ideas. • Proof read work. • Check knowledge and understanding. |

Support/Study Guides Available:

| Title | Available From | Approximate Cost |
|--------------------|----------------|------------------|
| YouTube | Internet | Free |
| BBC schools | Internet | Free |
| Books on religions | Library | free |

Extra Support:

| What | When | Where |
|----------------------------|----------------------|-----------|
| Teacher and older students | Break and lunchtimes | H2 and H6 |

Other ways in which parents/carers can help:

Encourage your child to meet deadlines.