

Subject: English

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
<p>Conflict</p>	<ul style="list-style-type: none"> Studying Shakespeare's <i>Othello</i>. During their study of the play, students will be focusing on the actions of key characters and important issues within the play. They will also be analysing the language choices used by the playwright. Studying a range of conflict poetry, exploring historical influences and commenting on the writer's attitude towards conflict. Analysing political speeches relating to conflict. Producing a piece of non-fiction writing, based on the theme of conflict. 	<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. Students may be asked to research important people and events relating to the topics which they'll cover during the unit. 	<ul style="list-style-type: none"> Encourage wider reading at home, particularly of newspaper articles. Discuss with them their opinion on what they've read, in order to help them to develop their own opinions.
<p>Relationships</p>	<ul style="list-style-type: none"> Studying John Steinbeck's <i>Of Mice and Men</i>. During their study of the novella, students will be focusing on the relationship between characters, the importance of setting and the social and political influences upon the novel. Studying a range of Romantic literature, focusing mainly on Romantic poetry and its presentation of childhood and nature. 	<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. Students may be asked to research events relating to the topics which they'll cover during the unit. 	<ul style="list-style-type: none"> Encourage wider reading at home. Discuss with them their opinion on what they've read and what they think of key characters and issues within <i>Of Mice and Men</i>. This will support them in developing their own opinion. SparkNotes is a useful website for finding out more information on <i>Of Mice and Men</i>. It includes chapter and character summaries as well as a list of themes within the novel.

Character and Voice	<ul style="list-style-type: none"> Students will study dramatic monologues in both poetic and dramatic form. In their study of <i>The Outside Dog</i>, students will explore narrative voice and the presentation of character. They will be studying a range of poetry, both pre- and post- 1945. The focus will be on viewpoint and the use of language and structural devices. A range of non-fiction articles will also be studied, including some autobiographical pieces. Knowledge gained during the unit will be used to create their own monologue, which they will also perform in lesson. 	<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. 	<ul style="list-style-type: none"> Encourage wider reading at home, particularly of newspaper articles. Discuss with them their opinion on what they've read, in order to help them to develop their own opinions.
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Support/Study Guides Available:

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

<p>Encourage students to borrow books from the local or school library.</p> <p>Discuss news events at home, or events in a book they're reading, to help them to develop their own opinions.</p>
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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	The number system	<ul style="list-style-type: none"> Convert between numbers in standard index form. Work with powers and roots. Round values to a given degree of accuracy. 	mymaths	Ensure your child has a scientific calculator for all maths lessons.
	Algebraic manipulation	<ul style="list-style-type: none"> Simplify more complex expressions. Expanding more than one bracket. Work with basic laws of indices. 	mymaths	Play algebra pairs 1 or 2 on mymaths.
Spring	Sequences	<ul style="list-style-type: none"> Find the nth term of a sequence. Use the nth term to determine values in a sequence. 	mymaths	Ask your child to explain why the nth term is used.
	Equations	<ul style="list-style-type: none"> Solving equations with unknowns on both sides. Forming equations from a practical situation. 	mymaths	Play sky solver equations on mymaths.
Summer	Probability	<ul style="list-style-type: none"> Enumerate combinations systematically. Understand and calculate theoretical and experimental probability. 	mymaths	Play beat the clock probability on mymaths.
	Data	<ul style="list-style-type: none"> Use and interpret scatter graphs. Recognise and explain the meaning of scatter graphs. 	mymaths	Ask your child to give you two variables that would have positive, negative or no correlation.

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 B3	New technology, turning points in biology, detection	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 the use of Kerboodle to revisit content studied in class.
Chemistry C3	New technology, turning points in chemistry, detection	6 mark questions. Practical write-ups. Word equations. Revision & flashcards. Key words.	
Physics P3	New technology, turning points in physics, detection	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?
Materials and Techniques	<ul style="list-style-type: none"> To draw from observation of natural forms. To experiment with a wide variety of materials and techniques. To Study the work of Georgia O'Keefe and Karl Blossfeldt and produce work in that style. 	<ul style="list-style-type: none"> Draw a natural form that you have found. Draw an autumn leaf. Research Georgia O'Keefe or Karl Blossfeldt. 	<ul style="list-style-type: none"> Make sure that they have some basic art making equipment such as colouring pencils, watercolour paints etc.
Surrealism	<ul style="list-style-type: none"> To learn about the Surrealist art movement and the artists Salvadore Dali and Max Ernst. To learn how to juxtapose objects and images to create a surrealist effect. To learn basic Photoshop techniques. 	<ul style="list-style-type: none"> To gather examples of contemporary surrealist advertising. To plan a surrealist picture using the selected art history example. To research a surrealist artist of own choosing. 	<ul style="list-style-type: none"> 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.
Indian Art	<ul style="list-style-type: none"> To learn about the art, patterns and textiles of India. To create motifs and develop these into intricate patterns. To simplify animal drawings into stylised motifs using a range of materials. 	<ul style="list-style-type: none"> Draw a picture of an animal of own choosing. Design 4 motifs based on animals. Research Indian art. 	<ul style="list-style-type: none"> Check their planner for homework.

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?
Programing in 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 programing 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.
Understanding the effective use of email	<ul style="list-style-type: none"> How to send, reply to and forward an email. Email etiquette. Adding attachments and the associated risks. Storing emails appropriately in folders. 	<ul style="list-style-type: none"> Practising skills taught in the lesson. Annotating how they have used various email functions and why. Evaluating their use of email. 	<ul style="list-style-type: none"> Ask your son/daughter to send you an email. Check they understand how to send a formal email.
Creating business documents	<ul style="list-style-type: none"> Creating a logo to a given scenario. Creating a business letter. Database techniques, searches, editing records, performing queries. 	<ul style="list-style-type: none"> Look at and evaluate existing logos. Research what makes an effective business letter. Practise database skills. 	<ul style="list-style-type: none"> Discuss with them what effective logos are. Show them a business letter you may have.
Effective search techniques	<ul style="list-style-type: none"> Using advanced searches to locate information for a specific task. Understand copyright laws. Using an effective bibliography. 	<ul style="list-style-type: none"> Find images using advanced techniques for the scenario given in class. Find examples of where the copyright law has been broken and discuss why. 	<ul style="list-style-type: none"> Get your child to search something for you and demonstrate what they can do. Look at the copyright stories they have found and discuss this with them.
Creating promotional materials	<ul style="list-style-type: none"> Creating appropriate promotional materials for a set scenario. 	<ul style="list-style-type: none"> Look at different promotional methods and which are more effective and why? 	<ul style="list-style-type: none"> Ask them what makes a good advert? Look on YouTube at Christmas adverts for example and why they are effective.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Python website to download software	https://www.python.org/	Free
YouTube Website	https://www.youtube.com/	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:

Encourage your child to actively do their own research and preparation for 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?
Meal planning	<ul style="list-style-type: none"> • Revisit nutrients. • Where our food comes from. • Design a burger. • Using food in focus computer program. 	<ul style="list-style-type: none"> • Foreign food work sheet. • Design a two course meal. • Herbs and spices. 	<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 and make a fruit or vegetable product	<ul style="list-style-type: none"> • Organic, Fairtrade and GM foods. • Designing and making a main dish and pudding/ sweet of their choice using fruit and vegetables, producing a design brief, a specification and evaluating the final product. • 30 minute written exam. 	<ul style="list-style-type: none"> • Survey on fruit and vegetables. • Recipes for assessment cook. • Taste test dishes. • Revision for exam. 	<ul style="list-style-type: none"> • Help finding recipes for assessment cook. • Taste testing fruit and vegetables. • Help with revision.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Year 9 Recipe Book	School	First one free, 50p for any lost ones

Extra Support:

What	When	Where
Use of school D&T 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?
<p>Joining materials.</p> <p>Resistant materials focus for options.</p> <p>(Storage)</p>	<ul style="list-style-type: none"> • Methods of joining materials – temporary and permanent fixings, wood joints, adhesives. • The purpose and methods of using surface finishes. 	<ul style="list-style-type: none"> • Research on wood joints. • Research on surface finishes. • Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> • Ask them about the methods of joining woods, investigate with them the pros and cons of using certain methods for certain purposes (strength, durability, portability etc). • Take a look at a wooden product you have in the home, why has it been manufactured in the way it has?
<p>Computer aided design and manufacture.</p> <p>Graphics focus for options.</p> <p>(Leisure centre)</p>	<ul style="list-style-type: none"> • About CAD / CAM and its purpose in design and technology. • Design influences – social and cultural issues. • How to use CAD programmes such as SketchUp and 2Ddesign. 	<ul style="list-style-type: none"> • Leisure centre mood board. • 2D floor plans of the design. • Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> • If you are able to, download SketchUp and get your child to teach you how to use it. • Together create drawings of products you have in the home and maybe design your own.
<p>Materials and processes 3</p> <p>Metals</p>	<ul style="list-style-type: none"> • A further understanding of metals. • About manufacturing methods for metals. (joining, casting and forming). 	<ul style="list-style-type: none"> • Worksheets and questions on the manufacturing methods of metals. • Analysis of products with a focus on design for manufacture. 	<ul style="list-style-type: none"> • Help them to be aware of the metal around them, look at engineering structures when you are out and about, think about the ways in which cars or products that interest them have been manufactured.
<p>Presenting design ideas 3</p> <p>(Developing drawing skills in 3D)</p>	<ul style="list-style-type: none"> • How to draw more complex / organic shapes in isometric. • About exploded views and how to draw them. 	<ul style="list-style-type: none"> • Research the meaning of biomimicry and how this can aid creativity in design. • Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> • Get them to explain what an exploded view is and how/ why they are used in the design process.
<p>Computer aided design in systems and control</p>	<ul style="list-style-type: none"> • Product analysis of electronic products. • Disassembly of electronic products. • Designing circuits using the CAD programme Live Wire. • Computer and mathematical modelling of the circuits using Live Wire 	<ul style="list-style-type: none"> • Creating a storyboard of how to create a simple circuit. • Completing worksheets and tasks as set by the class teacher. 	<ul style="list-style-type: none"> • Get them to explain to you the purpose of using CAD when designing products.

<p>Sustainability and design influences (design periods through history)</p> <p>Design and make project</p>	<ul style="list-style-type: none"> • How to undertake the design process from start to finish. • About sustainable products and how to design them. • About design periods through history and how they influence the design of the products we use today. <p>This project consolidates most of the learning our students have done in the last 3 years in order for them to design and make their own product.</p>	<ul style="list-style-type: none"> • Homework project: research design periods through history (e.g. Art Deco, Bauhaus) and design a product in the style of a chosen design period. 	<ul style="list-style-type: none"> • Ask them about the work they are undertaking and how the product they are designing fit in with the design period or designer they have chosen. • Help them to come up with innovative ideas which are a little bit different. • Get them to think about the manufacturing processes that they could use
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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
SketchUp – A free download of the 3D drawing software which we use in school.	http://www.sketchup.com/	Free/ internet access to download

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

Other ways in which parents/carers can help:

Encourage your child to have an awareness of the products around them, how are they made? What are they made from? Where do the materials come from? Why have they been designed? Who are they aimed at and why?

Encourage them to be creative in their problem solving, to gain an understanding of others' needs and wants and to make connections with what they are learning in design and technology lessons to what they are learning in other subjects.

Support them with their independent learning and encourage them to ask for support when undertaking homework if needed.

It is important to note that due to the nature of the work which is carried out in Year 9, the availability of the facilities we have in school and timetabling, it may be necessary to deliver the modules in a slightly different order or at different times to certain groups.

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?
Dress a child around the world	<ul style="list-style-type: none"> Knitted and woven fabric. Decorative technique workshop. Designing and making a pair of shorts or sun dress using a design brief, producing a specification and evaluating the final product. 30 minute written exam. 	<ul style="list-style-type: none"> Knitted and woven fabric Spellings Mood board on the theme Africa. Fair Trade Cotton. Pattern Markings. 6 Rs Keywords definitions. Revision for exam. 	<ul style="list-style-type: none"> Old Next type catalogue for pictures. Help learn spellings. Revision for exam.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Google and Wikipedia would be useful.	Internet	Free
Old Argos/Next catalogue or similar.	Shops	Free

Extra Support:

What	When	Where
Use of school D&T 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>Stanislavski</p>	<ul style="list-style-type: none"> • Devising. • Back story. • Role on the Wall. • Hot-seating. • Imagination. • Through line of action. • Objectives and actions. • Mental to physical action. 	<ul style="list-style-type: none"> • Practitioner research, evaluative written work of performances, script revision and line learning. Key terms, looking at definitions – asking for examples where these have been used in lessons. 	<ul style="list-style-type: none"> • Support with script revision / line learning • Accurate research (Google) on practitioner that supports understanding in lessons • Checking work for accurate definition of Stanislavski's system and key terms with supporting examples.
<p>Lighting/sound design (building on prior learning with links to set & costume)</p>	<ul style="list-style-type: none"> • What a lighting/sound designer does. • How to interpret a play using light/sound onstage. • How to communicate a play's meaning and atmosphere in key section using light / sound. • How to design a theatre lighting/sound plot. 	<ul style="list-style-type: none"> • Researching the job of a lighting technician. • What are the responsibilities of a sound engineer? • Evaluation of how lighting / sound choices contributed to a group performance. 	<ul style="list-style-type: none"> • Help your child to find accurate research on the internet. • Completing worksheets fully, using correct key terms.

Subject: French

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Module 1	Vocabulary: <ul style="list-style-type: none"> Revisiting personal information Talk about hobbies. Grammar: <ul style="list-style-type: none"> Revisit present tense of ER verbs + Avoir + Etre Learn the perfect tense - regular and irregular verbs. 	Describe yourself and your family. Writing and learning by heart long paragraph using accurately 2 tenses. Translations.	Challenge the length of paragraphs and time spent doing homework (min 30 min). Ask students to come back and check work when complete to improve accuracy and add detail. Check that verbs and grammar rules have been learnt by heart.
Module 2	Vocabulary: <ul style="list-style-type: none"> Daily routine Clubs you go to Arranging to go out Talking about going to the cinema. Grammar: <ul style="list-style-type: none"> Reflexive verbs Use of 3 tenses. 	Demonstrate the knowledge of vocabulary and grammar points through writing, speaking, listening and reading.	As above.
Module 3	Vocabulary: <ul style="list-style-type: none"> talking about your family and friends, your favourite things body parts and saying what is wrong with you (at the doctor's). Grammar: <ul style="list-style-type: none"> possessive adjectives comparative and superlative adjective agreements. 	Demonstrate the knowledge of vocabulary and grammar points through writing, speaking, listening and reading. Speaking: role play at the doctor's.	As above.
Module 4	Vocabulary: <ul style="list-style-type: none"> food, quantities, prices, ordering food. Grammar: <ul style="list-style-type: none"> use of tenses. 	Express opinions and reasons about food. Take part in role play ordering food.	As above.

Support/Study Guides Available:

Title	Available From	Approximate Cost
Linguascope / vocabulary learning	Website	Free – username and password given by teacher
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).

Testing vocabulary and understanding of grammar rules on a regular basis.

Subject: Geography

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
My local region shopping assessment	<ul style="list-style-type: none"> Practice for GCSE investigation questions. 	Takeaway homework - a set of 25 choices of topic related activities.	<ul style="list-style-type: none"> Check for homework in planners. Look for relevant geographical news events.
Hazards	<ul style="list-style-type: none"> Nature of hazards. Volcanoes and earthquakes. How do we respond to / manage hazards? 	Takeaway homework. Research into recent hazard events.	<ul style="list-style-type: none"> Check for homework in planners. Look for relevant geographical news events.
The rise of China	<ul style="list-style-type: none"> Global population trends. Managing population. Globalisation – benefits and problems. 	Takeaway homework. Survey of “China in my life”.	<ul style="list-style-type: none"> Check for homework in planners. Look for relevant geographical news events.
Rainforests	<ul style="list-style-type: none"> Global ecosystems. How does a rainforest work? Ecosystems under threat. Decision making. 	Takeaway homework.	<ul style="list-style-type: none"> Check for homework in planners. Look for relevant geographical news events.
Crime and conflict	<ul style="list-style-type: none"> What is terrorism? The geography of war? What are the impacts of conflict? Global patterns of crime – the drugs trade. Local patterns of crime – burglary. 	Takeaway homework.	<ul style="list-style-type: none"> Check for homework in planners. Look for relevant geographical news events.

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: German

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
Module 1	Vocabulary: <ul style="list-style-type: none"> Revisiting personal information Talk about hobbies. Grammar: <ul style="list-style-type: none"> Revisit present tense of regular and irregular verbs + haben + sein Learn the perfect tense - regular and irregular verbs. 	Describe yourself and your family. Writing and learning by heart long paragraph using accurately 2 tenses. Translations.	Challenge the length of paragraphs and time spent doing homework (minimum of 30 minutes). Ask students to come back and check work when complete to improve accuracy and add detail. Check that verbs and grammar rules have been learnt by heart.
Module 2	Vocabulary: <ul style="list-style-type: none"> Daily routine Ways of keeping fit Daily routine. Grammar: <ul style="list-style-type: none"> Word order Use of 3 tenses. 	Demonstrate the knowledge of vocabulary and grammar points through writing, speaking, listening and reading.	As above.
Module 3	Vocabulary: <ul style="list-style-type: none"> Talking about your family and friends, your favourite things Body parts and saying what is wrong with you (at the doctor's). Grammar: <ul style="list-style-type: none"> Possessive adjectives Comparative and superlative Adjective agreements. 	Demonstrate the knowledge of vocabulary and grammar points through writing, speaking, listening and reading. Speaking: role play at the doctor's.	As above.
Module 4	Vocabulary: <ul style="list-style-type: none"> Food, quantities, prices, ordering food. Grammar: <ul style="list-style-type: none"> Use of tenses. 	Express opinions and reasons about food. Take part in role play ordering food.	As above.

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Testing vocabulary and understanding of grammar rules on a regular basis.

Subject: History

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
<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
<p>The 20th Century (Suffragettes)</p>	<p>Students will study:</p> <ul style="list-style-type: none"> • Introduction to the 20th Century • The role of women • Votes for women and the Suffragettes • Emily Davison and Derby Day 1913. 	<ul style="list-style-type: none"> • A poster which shows one side of the argument. • Write a letter from the time. 	<ul style="list-style-type: none"> • Family history on the female side. • Films/DVDs e.g. recent film Suffragette • The use of protest in history.
<p>The First World War</p>	<p>Students will study:</p> <ul style="list-style-type: none"> • Causes of the war • Recruitment • Life in the trenches (assessment) • Life back home. 	<ul style="list-style-type: none"> • Recruitment posters. • Soldiers' diaries and letters. • The writing of a poem or song. • Visit to a war memorial. 	<ul style="list-style-type: none"> • Family history and involvement in the war. • Visit war memorials in the local area. • Visit battlefields in France. • Films, theatre, e.g. Warhorse, All Quiet on the Western Front, Blackadder.
<p>The Rise of Hitler</p>	<p>Students will study:</p> <ul style="list-style-type: none"> • The Peace Settlement • Germany after the war • The rise of Hitler and the Nazi Party • How did Hitler get into power? 	<ul style="list-style-type: none"> • Newspaper report on the Treaty of Versailles. • Research into the background of Adolf Hitler. • Use of posters as propaganda. 	<ul style="list-style-type: none"> • Family history • Use of films, documentaries e.g. Rise of Evil • Visit Eden Camp, Malton, Imperial War Museum.

Life in Nazi Germany and the Holocaust	Students will study: <ul style="list-style-type: none"> • What was it like to live in Nazi Germany? • Education and young people • Terror and fear in Nazi Germany • The Holocaust- how did it happen?(assessment) • Why do we study the Holocaust? 	<ul style="list-style-type: none"> • Comparison of your life with a young person in Nazi Germany. • Holocaust accounts from survivors. • Research the Holocaust and work on a diary. 	<ul style="list-style-type: none"> • Family history during the Second World War. • Visit Beth Shalom Holocaust Centre in Newark. • Films, books e.g. The Boy in the Striped Pyjamas, The Diary of Anne Frank.
Public Health in the 19th Century	Students will study: <ul style="list-style-type: none"> • Public health at the time of the Industrial Revolution • Problems e.g. the Cholera epidemic • Work of individuals eg Edwin Chadwick, Dr Snow • The role of the government in people's health • The NHS and the Welfare State. 	<ul style="list-style-type: none"> • Learning skills needed for paper 2 at GCSE. • Analysis of sources from the time. • Research the work of an individual. 	<ul style="list-style-type: none"> • Research the local area in the 19th Century e.g. back to back housing. • Visit Thackery's Medical Museum in Leeds. • Family history and the NHS.

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	H4

Other ways in which parents/carers can help:

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).

Encourage students to watch clips on YouTube of relevant topics to embed the learning of class work.

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.

Subject: Music

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
The Blues	<p>Learn how to perform individually, in pairs, as a small group, as a whole class.</p> <p>To learn how to use keyboards, guitars, bass guitar, drums.</p> <p>To learn how to improvise in a Blues style.</p>	<p>To learn / memorise where the notes are on the keyboard.</p> <p>Revision of keywords / musical vocabulary / order of notes in a piece of music.</p>	<ul style="list-style-type: none"> • Encourage the uptake of a musical instrument. • 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.
Rap / Hip-Hop	<p>To compose lyrics and perform them in groups to a Hip-Hop beat.</p> <p>Compose your own OSTINATO using SIBELIUS software to accompany your group Rap.</p> <p>Develop aural perception skills by listening to music and identifying musical elements.</p>	<p>Complete your Rap lyrics and add a group chorus to structure your whole performance.</p> <p>Practise saying your lyrics to a drum beat (look on YouTube).</p>	<ul style="list-style-type: none"> • Encourage the uptake of a musical instrument. • 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. • Listen to the music of Rap artists for influence and style of performance.
The drum kit	<p>Learn how to play a bazz / Blues swing rhythm and basic drum fills.</p> <p>Listen to and play alongside a backing track.</p>	<p>Practise the motion of performing a swing rhythm.</p>	

Support/Study Guides Available:

Title	Available From	Approximate Cost
YouTube	www.youtube.com	Free

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. 	<ul style="list-style-type: none"> • Make sure your child brings the correct PE kit to every lesson (whether they are participating or not). • Practice skills with them at home. • Encourage them to participate in extra-curricular clubs/teams. • 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. • 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.
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/Sports Hall/Astro
Us Girls	Tuesday after school	Kimberley Leisure Centre (Cost £2)

Subject: RE

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
<p>Rites of passage</p>	<p>Autumn Term – Unit 1:</p> <ul style="list-style-type: none"> • We're born and then we die – is that it? • Why do we celebrate the birth of a baby? • Why do we get married? • What happens at a marriage ceremony? • Marriage assessment • Why do we celebrate when someone becomes an adult? • What happens at a bar/bat Mitzvah? • How is the end of life celebrated? • The mosque. • The Buddhist vihara. • The gurdwara. • The church 	<ul style="list-style-type: none"> • Research birth, initiation, marriage and death ceremonies. • Present the findings to the class. • Create your own ceremony using ideas from the religions. 	<ul style="list-style-type: none"> • Listen to the presentation – encourage and give advice on it. • Listen to the news together and discuss the issues. • Encourage opinions with reasons and examples.
<p>Social and world issues</p>	<p>Spring Term – Unit 2:</p> <ul style="list-style-type: none"> • To identify some personal, social and global issues. • Things that are important to me • Exploring my identity and beliefs • Altars • What do religious people believe? • Is life sacred? • What is abortion? • What do religious people believe about sex? • What might it be like to grow old? • Is Euthanasia ever right? • Do people have the right to take their own life? • Is capital punishment ever right? 	<ul style="list-style-type: none"> • Collect opinions on topical issues. • Create a presentation on an issue that interests you. 	<ul style="list-style-type: none"> • Listen to the news together and discuss the issues. • Encourage opinions with reasons and examples.

<p>Good and Evil Science and Creation</p>	<p>Summer Term – Unit 3:</p> <ul style="list-style-type: none"> • Is evil real? • Why do Christians believe evil exists? • Needs and wants. • Hinduism and evil. • Why does evil exist? • Does suffering have a purpose? • Was the universe designed? • What do Hindus believe about creation? • What do other religions believe? • Did we evolve? • Chinese myth - Panku • Are we doomed? A good ending. • Design your own creation story. • Create own religion/ Bruce Almighty. 	<ul style="list-style-type: none"> • Identify examples of good and evil. • Create a collage. • Write a creation story based on religious views and scientific theories. 	<ul style="list-style-type: none"> • Share ideas. • Proof read work. • Check knowledge and understanding.
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Support/Study Guides Available:

Title	Available From	Approximate Cost
YouTube	Internet	Free
Books on religions	Library and RE rooms	Free

Extra Support:

What	When	Where
Teacher support and older students	Break and lunchtimes	H2 and H6

Other ways in which parents/carers can help:

Check the students pack their bags with everything they need.
To use their planners.

Subject: Spanish

Curriculum Modules	What will my child be learning?	What homework will they be set?	How do I support my child?
LISTOS 2 Module 2	Food and drinks. Ordering food in a restaurant - dialogues. Giving personal opinions. Numbers up to 1000. Grammar: Immediate future.	<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. 	Testing new vocabulary. Encourage your child to say aloud longer sentences / paragraphs to improve confidence in speaking.
Module 3	Clothes. Shopping for clothes - dialogues. Describing school uniform. Different types of shops. Grammar: Agreements. Immediate future. Preterite tense of regular verbs.	<ul style="list-style-type: none"> • Speaking: practise dialogues. • Writing opinions about types of clothes. • Applying grammar rules in written tasks. 	Ask students to explain grammar rules. Ask students to come back and check work when complete to improve accuracy and add detail.
Module 4	Holidays. Means of transport. Describing holiday activities. Grammar: Preterite tense of some irregular verbs. Using 3 tenses.	<ul style="list-style-type: none"> • Writing descriptions of holidays in detail. • Learning verb endings from memory. • Writing and learning by heart long paragraph using accurately 2 or 3 tenses. 	Testing verb endings. Witnessing the learning and ensuring that the students reproduce the paragraphs accurately and fluently both verbally and in writing (using minimal support).

Support/Study Guides Available:

Title	Available From	Approximate Cost
Linguascope / vocabulary learning	Website	Free – username and password given by teacher
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.

Notes:

Notes: