Carshalton Boys Sports College

Year 08

Outstanding outcomes for all

ART

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
1 & 2	Observational drawing skills – 4B pencil and colour pencils Observational painting skills – watercolour paint Ability to reflect on work and progress	1. Mark-making/tonal range activity 2. Pencil apple test 3. Colour pencil apple test 4. Watercolour apple test 5. Pupil response written activity Pupil response keywords & sentence starters	☑ *1 A5 pencil apple drawing* ☑ *1 A5 colour pencil apple drawing* ☑ *1 A5 watercolour apple painting* ☑ *Pupil response sheet completed*	**WK1:** Observational drawing of fruit or vegetable **WK2:** Collect HW
3 & 4	Mark making techniques Drawing 3D shapes Understanding positive and negative space	Morandi PP 1. Discussion on Morandi's drawing techniques 2. Mark making starter in sketchbook 3. Copy Morandi's still life with crosshatching in sketchbook 4. Drawing of bottle starter in sketchbook 5. Charcoal negative space drawing, A3 on paper 6. 2 x colour chalk pastel negative space drawings, A3 on paper	☑ *Mark making page* ☑ *Completed copy of Morandi drawing* ☑ *Bottle drawing* ☑ *1 charcoal pictures* ☑ *2 colour pictures*	**WK3:** Cube drawing **WK4:** Collect HW
5 & 6	Ability to reproduce an artwork Watercolour mixing, blending and painting techniques	Morandi PP 1. Discussion on Morandi's painting style 2. Draw the composition in pencil, A4 in sketchbook 3. Colour/tonal mixing starter 4. Pupils paint the picture Painting Feedback Sheet	☑ *Paint swatches mixing page* ☑ *Completed copy of Morandi painting*	**WK5:** Negative object drawing **WK6:** Collect HW

7 & 8	Observational drawing from a still life composition Collage techniques	<u>Morandi PP</u> 1. Arrange still life objects on table (min 4 objects) 2. Draw the composition in pencil, A3 size on paper 3. Draw each object on different colour paper and magazines, cut out and stick onto A3 drawing. Skills learnt: effective Cubist composition; selection of coloured and patterned papers; neatness and accuracy of cutting and sticking	☑ *Collage begun*	**WK7:** Morandi research sheet **WK8:** Collect HW
9	Collage techniques	1. Complete collage	☑ *Completed collage*	**WK9:** Complete unfinished work
10 & 11	Analysing and Interpreting an artwork Contour drawing and flat colour	<u>Michael Craig Martin PP</u> 1. Discussion on Michael Craig Martin's 'Objects of Our Time' series: How does his work illustrate the Pop Art style and themes? What other artistic styles does this work represent? (abstract and Cubism) 2. <u>Pupils use colour pencils to colour 3 MCM drawings.</u> Skills learnt: shading with flat colour; colour combinations; neatness and accuracy of shading 3. Discussion on MCM'S trainer image and the process of working from a photo, tracing the contour lines and shading using felt pens 4. Pupils trace their football boot photo then colour the trainer using felt pens. Teacher to have spare photos	☑ *3 completed colour pencil pictures* ☑ *Completed trainer drawing*	**WK10:** Get a photo of a football boot (share on Google drive or print & bring to next lesson) **WK11:** Collect HW
12, 13 & 14	Designing an abstract Pop Art composition Watercolour painting skills	<u>Michael Craig Martin PP</u> 1. Discussion on MCM's abstract artwork: how has he cropped, overlapped and enlarged the objects? Look at the pupil example of completed task 2. <u>Pupils use resources and own images to design their composition.</u> Draw in pencil on A3 paper 3. Demonstration on flat painting techniques 4. Pupils paint their picture. Teacher ensures black is used carefully so not to ruin other colours 5. Pupils use black felt pen to outline shapes <u>End of Topic Assessment Feedback</u>	☑ *Completed A3 watercolour painting*	**WK12:** Get pictures of objects to draw in final piece **WK13:** Collect HW **WK14:** Complete unfinished work

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	Observing an object in front of you Sketching accurate 3D forms Mark making techniques Shading using variations in tone	<u>L1 PP</u> 1. Objective: To learn about observational drawing and the formal elements, and to formatively assess students' ability 2. Discussion on drawing a natural form 3. Shading skills starter: tonal bar 4. Observational drawing of a leaf in detail. 4B pencil in sketchbook 5. Extension – colour pencil drawing of autumn leaf **Resources:** Real leaves, 4B pencils, rubbers, sharpeners, sketchbooks	☑ *Shaded tonal bar* ☑ *Leaf pencil drawing* ☑ *Leaf colour pencil drawing*	N/A
2	Observing an object in front of you Sketching accurate 3D forms Colour mixing Mark making and blending painting techniques	<u>L2 PP</u> 7. Objective: To learn about observational drawing and the formal elements 8. Starter: Teacher demos how to create light, medium and dark tone. Students practice applying dark light and mid tones on a strip of paper or down side of a page. 9. Task: Teacher shows ppt of exemplar levelled drawings of a leaf and group discussion about how to make the leaf look 3D by applying dark, light and mid-tones with a pencil and the difference in each level. Students draw the leaf realistically showing shape, form, and tone. 10. Extension task: 2nd watercolour painting of the same leaf but this time change the colours to AUTUMN **Resources:** Real leaves, sketchbooks, 2B pencils, watercolour paints, small pointy brushes	☑ *Colour mixing swatches* ☑ *Leaf painting*	N/A

3	Sketching accurate 3D forms Mark making techniques Shading using variations in colour with tone	<u>L3 PP</u> 5. Objective: To learn how to use a variety of mark-making techniques to create textures and learn how to apply appropriate mark-making when drawing an object. 6. Starter: Students create a mark-making page, writing the title "Mark-making" at the top of a page and use the mark-making resource sheets to create different marks and lines to represent textures, and write the word that describes each texture under their examples. 7. Task: Teacher demonstrates how to apply appropriate mark-making to draw a peacock feather and how to use a magnifying glass to see the fine textures. Students do an observational drawing of the entire or part of the feather. Higher ability students aim to include fine details and textures using the magnifying glass to help them. Encourage pupils to vary the intensity of the line and to practice control of mark-making using coloured pencil. 8. Plenary: Checklist activity. Teacher talks through the 3 questions then pupils write their own personalised answers straight into their book. **Resources:** Peacock images, 2B and colour pencils, rubbers, sharpeners, sketchbooks	☑ *Mark-making techniques labelled* ☑ *Colour pencil peacock drawing*	N/A

4	Sketching accurate 3D forms Mark making techniques Shading using variations in colour with tone	<u>L4 PP</u> 9. Objective: To learn how to draw a fish and how to apply appropriate mark making to add texture. 10. Starter: Teacher shows pp of levelled exemplar of students work and group discussion about the differences 11. Task: Teacher demonstrates how to draw outline and details of fish, and adding texture using mark making. Teacher show student exemplars of levelled student work. Students create a pencil study of the fish on the worksheet, aim to draw accurately and in proportion. Add appropriate marks and details to the body of the fish. 12. Extension: Study drawing of another sea creature, using colour pencils, and adding to texture to practice mark-making skills. 13. Plenary: Peer assessment (discussion with neighbour) – what worked well and even better if. Use level descriptors on ppt to give helpful feedback. 14. Differentiation: Complexity of fish images **Resources:** Fish drawing images, 2B pencils, colour pencils, rubbers, sharpeners, sketchbooks	☑ *Colour pencil copy of tropical fish*	N/A
5	Sketching accurate 3D forms Colour mixing Mark making and blending painting techniques	<u>L5 PP</u> 2. Objective: To learn how to blend watercolour paint. 3. Starter: Under the sea fact quiz on ppt with audio sound of waves playing 4. Task: Students create a watercolour painting of a fish practising blending colours using the differentiated resource sheets 5. Plenary: Group Assessment – what level are you? Using ppt exemplar and descriptors 6. Differentiation: Complexity fish resources **Resources:** Fish watercolour painting images, watercolour paints, small pointy brushes, sketchbooks	☑ *Watercolour painting of a tropical fish*	N/A

6	Sketching accurate 3D forms Mark making techniques Shading using variations in tone and colour	<u>L6 PP</u> 5. Objective: To learn how to draw a shark using shapes as the foundation, and add light, medium and dark tone using appropriate mark making using a pencil. 6. Starter: Quiz on facts about sea life 7. Task: Teacher demonstration on how to draw a shark and add tone using ppt (drawing a shark - http://www.youtube.com/watch?v=71FadaGBy1k) and 'how to' resource sheet. Students draw a shark and add tone. 8. <u>Extension: Draw a starfish and colour using colour pencils.</u> It must be smaller than the shark so it is to scale on the collage 9. Plenary: Recap/class discussion on techniques of how to draw a shark. 10. Differentiation: Resources of shark photo in varying poses that are more complicated by the angle of the shark and where the light is coming from. **Resources:** Images of sharks resources, step-by-step to drawing a tonal shark, 4B pencils, sketchbooks	☑ *Tonal drawing of a shark* ☑ *Extension: Colour pencil Starfish*	N/A
7 - 8	Collage techniques Drawing objects to fit a planned composition (scale is important) Shading using variations in tone and colour Colour mixing Mark making and blending painting techniques	<u>L7 & 8 PP</u> 6. Objective: To learn how to design and create an under the sea themed collage. 7. Starter: Look at the under the sea images on the PP. Discuss ideas for placing the shark drawing within the water – how can pupils create a sense of movement with the shark, plants swaying under the water, bubbles etc. 8. Task: Teacher demonstration on ripping the collage papers into small pieces. Scissors are **<u>not</u>** needed for the background paper of the collage ie water but can be used for cutting out fish drawings and small plants etc of necessary. 9. Differentiation: Teacher discusses complexity of design with each pupil. More able will draw and collage more detailed **Resources:** Photocopy of EVERY pupil's shark drawing from last lesson, 2B pencils, scissors, glue sticks, A3 white paper, collage papers (magazines, coloured sugar paper) <u>End of Topic Assessment Feedback</u>	☑ *Completed collage which includes green and blue paper background, photocopied shark drawing and various under the sea items in colour pencils and watercolour paint*	N/A

Citizenship

Topic 1 Human rights in action

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1&2	What human rights abuses occur around the world and what can we do to help?	4. Intro to year and human rights refreshed 5. Child soldiers – introduction 6. Child soldiers – how can we help 7. Child soldiers – feeding forward 8. The Syrian conflict	☑ *Child soldiers factfile or question sheet* ☑ *Child soldiers letter and feeding forward - PATHS*	Child soldiers acrostic poem
3&4	What human rights issues do children in the UK face?	9. Education rights and corporal punishment 10. Smacking	☑ *Questions on education rights – more or less able* ☑ *My view on smacking*	Spelling test
5&6	How can I revise? What knowledge have I gained?	11. Revision lesson 12. Assessment lesson 13. Feeding Forward lesson	☑ *Completed knowledge assessment and feeding forward - PATHS*	Revision

Topic 2 Community, identity and Britishness

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
7&8	How are communities and identity related? How can we promote community cohesion?	1. Community and identity 2. Community cohesion 3. Community services – volunteering	☑ *Badge of me* ☑ *Volunteering plenary and feeding forward - PATHS (or British Day plenary below)*	Badge of me

9&10	What are the origins of British diversity? What is Britishness and how can it promote community cohesion?	4. History of immigration 5. What is Britishness? 6. Britishness and bank holidays	☑ *History of immigration card sort* ☑ *Britishness factfile* ☑ *Britishness poster* ☑ *British day plenary sheet and feeding forward - PATHS (or volunteering plenary above)*	Britishness poster
11& 12	How can I revise? What knowledge have I gained?	7. Revision lesson 8. Assessment lesson 9. Feeding Forward lesson	☑ *Completed knowledge assessment and feeding forward - PATHS*	Revision

Computer Science

Week #	**Key Topic**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus?*	**Classwork (suggested)**	**Homework (suggested)**
1	Introduction	Baseline test	Pupils complete baseline test	Y7 Cs/IT Baseline test Baseline test answers	
	Algorithms	Lesson 1: Computational Thinking Algorithm Video Lesson 2: Flowcharts & Pseudo code Activity on Flowchart	☑ *Meaning of Computational Thinking* ☑ *Correct description of what an algorithm is* ☑ *An explanation of decomposition* ☑ *An explanation of abstraction* ☑ *One, well drawn flow chart* ☑ *Pseudocode for the flowchart*	☑ Multiple choice questions on Computational Thinking ☑ Flowchart/pseudo code to make a cup of tea /school journey/bake a cake	Homework1
2	Networking	Lesson 1: Networking (LAN & WAN) & understand wired and wireless networks. Networking video Lesson 2: Network Topologies -	☑ *Describe what is a network & the advantages of them* ☑ *Understand Wired vs Wireless networks* ☑ *Describe LAN vs WAN*	☑ LAN & WAN Activity 2 ☑ answers	Homework2

3		Lesson 3: different roles of computers in a client-server and a peer-to-peer network Lesson 4: Internet vs WWW Revision classwork on Networking	☑ *Be able to draw the star & mesh network topologies & explain them* ☑ *Understand Internet vs WWW*	☑ Client Server /Peer to peer answers	Homework3 answers
4	Computer Systems	Lesson 1: Computer System – inputs & outputs Lesson 2: the CPU(its components) /Fetch decode cycle	☑ *What is a computer system? Inputs & outputs devices* ☑ *CPU - Understand the fetch decode execute cycle and the components used to achieve it* ☑ *Difference between RAM & ROM* ☑ *Need & characteristics of secondary storage including optical, magnetic and solid state storage*	Research template on CPU/Memory Classwork	Homework4
5		Lesson 3: Memory (Primary, RAM & ROM) & Lesson 4: Secondary Storage Revision classwork on CPU/Memory/Storage PATHS Assessment	☑ *Describe the difference between RAM and ROM* ☑ *The need for secondary storage including optical, magnetic and solid state storage* ☑ *Evaluation of suitable storage devices and storage media for a given application using the following characteristics: capacity, speed, portability, durability, reliability, cost*	Secondary storage classwork	Homework5
6	Software & Security	Lesson 1: E-safety /threats to networks. Precautions to keep data safe Lesson 2: What is software? Functions/examples of OS	☑ *Threats posed to networks, including malware and phishing* ☑ *Phishing and how to keep data safe from phishing attacks, anti-malware software, firewalls, user access levels, passwords and encryption* ☑ *Software & Functions of an operating system*	Classwork	Homework6

7		Lesson 3: Functions of an OS Lesson 4: Utility system software	☑ *Functions of an OS: memory management, peripheral management, multi-tasking and user management* ☑ *Describe utility system software: encryption software, defragmentation, data compression*	Classwork	Homework7
8	Programming	Lesson 1: Basic skills of programming/ variables and constants in a program Lesson 2: Programming Arithmetic operations including mod and div	☑ *Identify variables and constants in a program* ☑ *Use meaningful identifier names and know why it is important to use them* ☑ *Use arithmetic operations including mod and div*	Code academy python programming	Homework8
9	End of Session Assessment	Lesson 1: Assessment /PATHS Lesson 2: PATHS feedback	*Assessment*		Set on SMHW

Design & Technology

Construction

week	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework / Link to Text Book**
1	14. Wood as a material. **Soft hardwood video** **Truck booklet** 15. H&S reminder	☑ *H&S. and sign of contract?* ☑ *Wood, Natural, hard/soft, source, properties, abbreviations* ☑ *Wood – Manmade, types, properties, Basics of marking and cutting wood to a shape*	SMHW wood quiz
2	16. – Marking out using a template 17. Demonstration on how to cut curves (coping saw) and straight (Tenon saw) lines File and sand. 18. How to use power tools safely and correctly (Pillar drill and belt sander) setting speed and height etc. **H&S important-** Sand square and flat using Belt Sander. H&S Fingers behind line, work flat on table, held securely by hand, one person operating. Dust extractor on. 19. Types of woodwork bits and their uses 20. Students complete cutting and the drilling of axle and cab holes.	☑ *Marked and cut shapes in wood.* ☑ *Holes in work* ☑ *Body cut out with drilled holes*	
3	21. Types of wood joints, properties and uses. 22. Mark and start cutting finger joint for the back of the truck.	☑ *Understand common wood joints* ☑ *Start making the back of the truck*	Tools quiz
4	23. Assemble truck back to body with PVA 24. And/ or staining pieces before assembling 25. PATHS assessment	☑ *Finish back, stain and/or assemble* ☑ *PATHS*	
5	26. Complete trucks and re photograph to show improvement. 27. Add any extras – loads, type of truck or trailer.	☑ *Complete to take home*	

Engineering

week	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework / Link to Text Book**
1	28. Module test. Introduce buggy. Test Y8 SMHW Test written with SMHW 29. Risk assessment.	☑ *Completed risk assessment*	
2	30. Notes on metals in booklet 31. Marking and cutting blanks. Permanent marker, scriber and template. Junior hacksaw.	☑ *Homework quiz to show knowledge acquisition* ☑ *Blanks prepared, marked out and cutting started*	Metals quiz
3	32. Marking and drilling 4mm hole. Use of Vernier height gauge, centre punch and pillar drill. Drill one hole only Note H&S on pillar drill secure in vice, goggles, chuck guard, one person operating, emergency stops. File to finished size.	☑ *Hole in ONE piece*	
4	33. Use fixture to jog drilled piece. Fit 2nd piece to first, mark, centre punch and drill 4mm hole. 34. Countersink. 35. Clean up with emery cloth and wet and dry paper. 36. Review making after PATHS assessment.	☑ *Complete pliers PATHS assessment*	Tools quiz

Drama

Understanding Drama - Bullying

Week #	**Key Topic**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus?*	**Classwork (suggested)**	**Homework (suggested)**
1	Baseline Test This may take more than one lesson	37. Baseline Test 1 (Complete column 1) Script for Baseline Test How to Predict the students PATHWAY Assessment Sheet	☑ *All students will complete script task and movement task* ☑ *Teacher will complete* Assessment Sheet and file		
2	How can we explore different types of bullying though the use of movement and mime?	38. Bullying Lesson 1	☑ *Students will explore the different types of bullying that exist using movement and mime*		
3	How can we respond to a video stimulus using role play? What are dramatic aims and intentions?	39. Bullying Lesson 2	☑ *Students will respond to a video stimulus using role play and identify the theatrical skills used within their work*		Evaluation of response to stimuli PATHS
4	How can we develop abstract work using a textual stimulus? What is a good collaborator in Drama?	40. Bullying Lesson 3	☑ *Students will respond to a textual stimulus and identify the theatrical skills used within their work* ☑ *Students will analyse how effectively they collaborate in Drama*		
5	How can we respond to a YouTube stimulus using movement and mime?	41. Bullying Lesson 4	☑ *Students will respond to a YouTube stimulus and identify the theatrical skills used within their work*		Exit Pass 1

6	How can we interpret a section of text for performance?	42. Bullying Lesson 5 Scene 1 & 2	☑ *Students will interpret a section of a play script and identify the theatrical skills used within their work*	
7	Perform work	43. Bullying Lesson 6	☑ *Students will perform a section of script and identify the theatrical skills used within their work*	Exit pass 2

English

Of Mice and Men

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	What was the Great Depression and what was life like in 1930s America?	1. What was the Great Depression? 2. What was life like in 1930s America?	1. Posters/Fact files/PPT presentations completed on the Great Depression and 1930s America	
2	Chapter 1 and First Impressions	1. Begin reading Chapter 1 – what are our first impressions of the setting and characters? 2. What are George and Lennie like? 3. What is the American Dream? 4. What is George and Lennie's dream?	1. Chapter 1 read (or mostly read) 2. Character profiles of George and Lennie started	
3	PATHS - Chapter 1 and George and Lennie	1. Explore the ways George and Lennie are presented in Chapter 1	1. PEAL paragraphs written on how George and Lennie are presented in Chapter 1	
4	Chapter 2 and Setting	1. Explore the setting of the Bunk House	1. Extract of the bunk house annotated 2. Could draw and label a bunk house (details and quotations) 3. Could write PEAL paragraphs about the bunk house	
5	PATHS Feedforward and Chapter 2 New Characters	1. Green pen responses to G&L PEAL	1. Green pen responses complete	
6	Chapter 3 – Building tension	1. Read first half of Chapter 3 2. Explore the way Steinbeck builds tension when Candy's dog is shot 3. Complete any comprehension/literacy activities	1. Pages 64-76 read 2. Tension methods and extracts explored	
7	Chapter 3 Animal Imagery	1. Finish Chapter 3 2. Explore the presentation of Lennie and Curley in the fight scene	1. Chapter 3 finished 2. Animal imagery quotations explored 3. Could practise PEAL paragraphs	

Half Term				
8	What has happened in the novel so far?	1. Recap the novel so far 2. Read Chapter 4 pp.98-108 3. Explore the character of Crooks	1. Recap activities complete (mind-maps, card sorting etc.) 2. Pages 98-108 read 3. Crooks comprehension questions/character profile/analysis complete	
9	Who has the power on the ranch?	1. Read Chapter 4 pp.109-116 2. Explore the idea of power in this section of the novel 3. What are the problems with Curley's Wife?	1. Pages 109-116 read 2. Could create a power hierarchy 3. Could answer questions on the presentation of power in this chapter	
10	Unseen Reading Assessment	1. Practise exam skills – language methods, picking quotations etc. 2. Complete Unseen reading assessment – Roll of Thunder extract	1. Unseen reading assessment completed in exam conditions	
11	Chapter 5 – Curley's Wife's Death	1. Read Chapter 5 2. How does Steinbeck use sensory imagery to create atmosphere? 3. What are the consequences of Curley's Wife's behaviour and Lennie's actions?	1. Chapter 5 read 2. Any questions answered 3. Exploring sensory imagery	
12	Chapter 6 – Ending the novel	1. Summative Assessment feedback given 2. Read Chapter 6 3. Explore the extract of Lennie's death and how Steinbeck builds the tension 4. Complete 'the End' questions	1. Summative Assessment feedback recorded 2. Chapter 6 read 3. Extract annotated 4. Language methods explored (PEAL paragraphs?)	
13& 14	How did George and Lennie change by the end of the novel? Post-Reading Activities	1. Compare Chapter 1 with Chapter 6 1. Could put Lennie on trial – is he guilty? 2. Could explore the character of Curley's Wife further 3. Could complete a creative writing activity 4. Could story-board a new TV adaptation of the novel	1. Any post-reading activities completed	

Food Technology

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
To be completed as part of a DT Rotation with approximately 16 lessons				
Tasks to be completed in booklets and assessment tasks to be PATHS marked				
Students are to respond and improve in the Feedback lesson				
Practical evidence and skills log is to be completed to demonstrate practical progress throughout the rotation				
Students who are absent or miss assessment tasks must attend weekly catch up				
1	▪ Expectations and introduction to project ▪ 3 lessons a fortnight – 2 prac/1 theory ▪ Complete baseline test ▪ Peer assess – teacher record as starting point ▪ Pupils reflect and correct answer paper		✓ Baseline test – mark out of 30 ✓ Peer assessment – tests marked in lesson and corrections completed ✓ Teacher record as starting point for project – test repeated as progress check at end of rotation. ✓ Baseline assessment – pupils to read through and complete corrections. Those with few corrections to complete exam style questions Pupils to be given test with correct answers. Pupils should revise for PLC Test at the end of the rotation	HW 1 4C's : Wacth video clip. Make notes. Use to create a poster, checklist, leaflet, storyboard.
2	▪ Room Layout and expectations ▪ Health and safety/knife skills demonstration ▪ Baseline Practical Test – claw/bridge hold ▪ Knife skills recap - Stir fry group practical task. Baseline practical test Teacher demo more difficult vegetables throughout the lesson with small groups	What do we need to do to get ready to cook? How do we prepare our work area for cooking? How do we use knives safely? How do we use the hob safely?	✓ Remember the claw grip and bridge hold ✓ Understand why H and S is important when in the kitchen ✓ Explain and apply safe and effective use of knife skills when making vegetable stir fry ✓ Remember how to use and control the hob ✓ Analyse the effects of not controlling the hob and recall the health and safety points when cooking on the hob	
3	▪ Safe use of Equipment ▪ Using the grill ▪ Apply safety and hygiene principles when cooking ▪ -Breakfast practical – poached egg on toast Teacher to demo poaching an egg at start	How do we use the grill and the oven safely? What equipment needed to cook? What is each piece of equipment used for? What electrical equipment is there and what is it used for? How should equipment be cleaned and stored?	✓ Remember the names of the equipment ✓ Identify key pieces of equipment and their uses ✓ Understand what the grill is used for and how it can be used safely ✓ Remember how to use the hob safely ✓ Apply knowledge of equipment, safety and hygiene when making poached egg on toast	

4	• Evaluation of practical work • Eatwell guide and a balanced diet • Food groups • Main nutrients required for a balanced diet	Were my practical tasks successful? What could be improved? Why should we try to eat a rainbow of colours when choosing fruit and vegetables? What is a balanced diet? How does the Eatwell Guide help us to eat healthily? What are the main food groups? How much of each food group should we eat? What nutrients do each of the food groups provide?	✓ Self and peer assessment of fruit salad and pizza toast ✓ Eating a rainbow – link to Eatwell Guide. Why do we need a balanced diet? ✓ Identify the FOOD GROUPS on the Eatwell guide with examples for each section ✓ Remember the percentages for each FOOD GROUP on the Eatwell Guide ✓ Understand the NUTRIENTS provided by each FOOD GROUP and the need for fibre and water	HW 2 Food Diary Learn the Eatwell Guide for HW in preparation for a PATHS assessment next week
5	▪ Safe use of Equipment ▪ Knife skills ▪ Apply safety and hygiene principles when cooking ▪ Using the grill ▪ Turkey Burgers and cous cous practical task Teacher demo cutting an onion. Teacher demo using a food processor to chop and prepare food	What equipment do I need to use? How do I use a food processor safely? What do I need to remember when handling raw meat? What is cross-contamination? What are the consequences?	✓ Remember knife skills: claw grip and bridge hold ✓ Understand using the food processor safely ✓ Apply knowledge of equipment, safety and hygiene when making turkey burgers and cous cous	
6	• Safe use of equipment • Using the oven • Apple safety and hygiene principles when cooking • Avoiding cross contamination when preparing raw meat • Chicken curry and rice practical	How do I use the oven? How do I use the food processor? What do I need to do to avoid cross contamination when cooking? How do I know when chicken is cooked?	✓ Remember how to prepare and cook chicken safely ✓ Understand how to use herbs and spices to flavour food ✓ Apply knowledge of boiling and simmering to create a reduction sauce ✓ Create an attractive dish and present	
7	• PATHS Assessment lesson • Recall food groups on the Eatwell Guide and their percentages. Remember the nutrients required with examples. • Health and safety and quality checks when cooking	What are the Food Groups on the Eatwell Guide? What NUTRIENTS does each group provide? Why is it important to carry out checks when cooking?	✓ PATHS assessment – Eatwell Guide and Nutrients ✓ Recall method of making from previous practical lesson – stir fry ✓ Recall the key health and safety points from the lesson	HW 3 Functions of ingredients. Learn the main functions of the given ingredients in preparation

	• Creating a flow chart	What is quality control? How do I ensure that my product is made safely? How can I produce a good quality outcome?	✓ Identify key checkpoints throughout the practical to ensure a good quality outcome ✓ Apply knowledge to complete flowchart for turkey burgers and cous cous including health and safety and quality checks	for a PROGRESS assessment next week.
8	• Safe use of Equipment • Knife skills • Apply safety and hygiene principles when cooking • Using the oven • Rubbing in method • Raspberry buns practical Teacher demo/video to show creaming method	What are the functions of ingredients when making cakes? What makes a cake rise? Why is weighing and measuring important? Why is it important to divide a cake mixture evenly between cake cases?	✓ Demonstrate how to weigh and measure accurately ✓ Understand how to use baking powder as a raising agent ✓ Understand how eggs coagulate ✓ Apply knowledge to make a batch of evenly sized and good quality apple muffins	
9	• Safe use of equipment • Knife skills • Apply safety and hygiene principles when cooking • Using the reduction method to make a sauce • Meatballs and tomato sauce with potato wedges practical Teacher demo reminder of cutting an onion and cook along to demo while pupils are cooking	What method of sauce making is used to make a tomato sauce? How does the sauce thicken? What is simmering? Boiling?	✓ Demonstrate understanding of key cooking skills: ✓ Reduction method to make a sauce ✓ Simmering and boiling of pasta ✓ Apply knowledge to cook and present spaghetti bolognaise	
10	• PATHS Assessment lesson • Recall functions of ingredients for a range of ingredients given. • Cooking methods – types of pastry Teacher demo rubbing in method and shortcrust pastry	What are the functions of ingredients when cooking? What different cooking methods are used when making sauces? Why do we use different types of pastry? How do you make shortcrust pastry?	✓ PATHS Assessment – Functions of Ingredients ✓ Understand the different types of pastry ✓ Understand the different methods used to make ✓ Apply knowledge to identify foods made with different types of sauces ✓ Explain how flour thickens a roux sauce	HW 4 Pupils should revise for PLC Test at the end of the rotation next week.

11	• Safe use of equipment • Knife skills • Apply safety and hygiene principles when cooking • Weighing and measuring • Cooking methods: rubbing in method • Quiche Practical	What is the rubbing in method? What ingredients are “rubbed in”? What can go wrong with rubbing in? How does the rubbing in method contribute to the sensory characteristics of different food products? What are the different types of pastry and how are they used?	✓ Understand the rubbing in method ✓ Demonstrate the ability to weigh and measure ✓ Demonstrate the rubbing in method to make a rubbed in mixture ✓ Produce a successful batch of quiches ✓ Consider how different ingredients could change the sensory characteristics of the quiches	
12	• Best lemon drizzle muffins competition • One batch of 12 muffins • Evenly sized • Golden brown	Why is uniformity important when cooking? What is the creaming method? Why is it important to be accurate when weighing and measuring? What makes a good muffin??	✓ Understand what uniformity means ✓ Understand how cakes rise! ✓ Produce a batch of perfect muffins	
13	Progress Test. ▪ Complete progress test ▪ Peer assess – teacher record as progress point	What have I learnt? What do I still need to do to improve?	✓ Progress assessment – pupils to read through and complete corrections. Those with few corrections to complete exam style questions. ✓ Self and peer assessment of apple muffins, spaghetti bolognaise and rock cakes	

French

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	Introduction Revision of basic skills -telling the time, numbers	1. Je me présente. 25 word vocab test - 1 2. Il est deux heures et demi	☑ *At least 5 facts about themselves written in book* ☑ *A title page* ☑ *25 word vocab test- 1* ☑ *Clocks – explaining the hours and minutes*	-Title page, choose a Francophone country (not France) and present at least 5 facts creatively
2	Revision of basic skills -telling the time, numbers Building vocabulary -Using reflexive verbs to describe daily routine	3. Il est trois heures moins cinq 4. Je me lève	☑ *At least 10 sentences giving times, both "past" and "to".* ☑ *A list of at least 8 daily routine verbs*	Vocab test – vocab 1
3	Building vocabulary -Using reflexive verbs Extending sentences	5. Je me douche dans la salle de bains 6. Je dîne dans la salle à manger avec ma famille à sept heures	☑ *Vocab test 1* ☑ *At least 2 detailed sentences describing daily routine, including where, time, who with* ☑ *3 translations – French to English*	Vocab test - vocab 2
4	-Building vocabulary - time/frequency phrases to describe chores	7. Je passe l'aspirateur 8. Le lundi je sors la poubelle	☑ *Vocab test 2* ☑ *At least 5 sentences describing chores they carry out, including frequency phrase* ☑ *A typical day in the life of a famous person (preferably French speaking)* ☑ *3 translations – English to French*	Practise for speaking assessment

5 6	Speaking skills assessment -Giving information about daily routine Feedback	9. <u>Préparation</u> 10. <u>Speaking assessment</u> 11. <u>Speaking assessment</u> 12. <u>PATHS feedback, 25 word vocab test – 2, la nourriture</u>	☑ *Transcript for speaking assessment dialogue* ☑ *PATHS feedback response in green pen* ☑ *<u>25 word vocab test</u>- 2*	Practise for speaking assessment <u>Vocab test 2a</u>
7	**Justified opinions:** -food **Adjectival agreements**	13. <u>Aimes-tu les légumes?, 25 word vocab test - 3</u> 14. <u>Pourquoi?</u>	☑ *Vocab test 2a* ☑ *A list of at least 10 foods and drinks* ☑ *At least 5 justified opinions on different foods and drinks* ☑ *3 translations English to French* ☑ *<u>25 word vocab test - 3</u>*	<u>Vocab test – vocab 3</u>
8	**Applying information:** -mealtimes **Using 1st and 3rd person**	15. <u>A quelle heures prends-tu le déjeuner normalement?</u> 16. <u>Qu'est-ce que tu prends pour le petit déjeuner?</u>	☑ *Vocab test 3* ☑ *A list of at least 5 relevant verbs in the 3rd person* ☑ *3 translations French to English*	<u>Vocab test – vocab 4</u>
9	**Applying information:** -mealtimes **Using 1st and 3rd person** **Writing skills:** -assessment	17. <u>Qu'est-ce que ta mère mange le matin?</u> 18. <u>Writing assessment</u>	☑ *Vocab test 4* ☑ *Writing assessment: At least one paragraph describing their meal routines, including 3rd person, justified opinions and connectives.*	<u>Vocab test – vocab 5</u>
10	**Feedback** **Cultural: traditions** -Food in Francophone countries **Pair work** **Presentation skills**	19. <u>PATHS feedback, cultural</u> 20. <u>Cultural presentations</u>	☑ *Vocab test 5* ☑ *PATHS feedback response in green pen* ☑ *At least 5 facts about traditional food eaten in different Francophone countries* ☑	Prepare presentation on food

11	**Creative/cultural skills:-** Creating a menu **Speaking skills:** -restaurant role play **Team work**	21. Les cartes aux pays différents 22. Dans un restaurant	☑ *A menu* ☑ *A restaurant role-play transcript*	Finish menu
12	**Speaking skills:** -restaurant role play **Team work**	23. Dans un restaurant 24. Role play presentations	☑ *A restaurant role-play transcript*	Practise role-play
13	**Cultural: traditions and celebrations** -Christmas	25. Role play presentation, 25 word vocabulary test - 4 26. Noël	☑ *25 word vocab test* - 4 ☑ *5 facts about Christmas in Francophone countries*	

Geography

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1 – 2	What and where is Africa?	1. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 1-2 - Introduction to Africa 2. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 1-2 - Introduction to Africa	☑ *Completed map of the 7 continents.* ☑ *Bar graph of number of countries in each continent* ☑ *Paragraph describing above graph* ☑ *Written answers on population and area of the continents*	
3	What are the main countries and capitals in Africa?	3. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 3 - countries & capitals	☑ *Using Atlas to complete a table of 25 countries and capitals in Africa*	Learning the 25 capitals and countries for test
4	What are in the main physical features of Africa?	4. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 4 - Physical Features	☑ *Identifying different types of physical features* ☑ *Labelled map of the physical features of Africa*	Optional Physical features of Africa online test
5	What are the main countries and capitals in Africa? (assessment)	5. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 5 - Africa Knowledge Test & Feedback	☑ *Africa Capitals and countries assessment* ☑ *Consolidation of knowledge*	
6	What is the history of Africa and its links with Great Britain?	6. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 6 - African History	☑ *Written definition of colonialism* ☑ *Classroom trail on colonialism*	The Scramble for Africa
7	Consolidation lesson	7. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 7 – Consolidation	☑ *Respond to feedback* ☑ *Corrections* ☑ *Redo untidy work* ☑ *Spelling corrections*	
8	What is the population density in Africa and why?	8. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 8 - Population Distribution	☑ *Completed choropleth map of population density in Africa* ☑ *Written description of what the map shows with examples and explanations.*	

9	What is the Human Geography of Africa like?	9. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 9 - Human Features	☑ *Completed table of human facts about Africa – sorted into various issues* ☑ *Written paragraph using the questions to write about 'The Human Geography of Africa'*	African Top Trumps
10-11	What different biomes can be found across Africa ?	10. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 10-11 - Biomes 11. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 10-11 - Biomes	☑ *Recapping biome types* ☑ *Completed map of African biomes* ☑ *African biomes fact file* ☑ *Journey across Africa preparation table* ☑ *Writing task – A journey through Africa*	Completion of A journey through Africa
12	Consolidation Lesson	12. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 12 - Consolidation	☑ *Respond to feedback* ☑ *Corrections* ☑ *Redo untidy work* ☑ *Spelling corrections* ☑ *Revision*	
13	Where is the Horn of Africa?	13. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 13 Introduction to Horn of Africa	☑ *Sketch map of the Horn of Africa* ☑ *Written description of the location of the Horn of Africa*	
14	Why is coffee grown in Ethiopia?	14. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 14 Coffee Farming in Ethiopia	☑ *A written description of the physical factors for growing coffee* ☑ *Create a cartoon of the processes required for producing coffee* ☑ *Answer questions on the role of Fairtrade*	Fairtrade poster
15	How does coffee get from Ethiopia to the UK?	15. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 15 - Coffee Trail to the UK	☑ *Completed map of the coffee trail from Ethiopia to UK* ☑ *Answered questions on 'Who gets a better deal?'*	
16	Why are there pirates in the Horn of Africa?	16. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 16 Life on the Coast - Piracy	☑ *Written paragraph on the resources in the Horn of Africa* ☑ *Completed question on the video clip about Piracy in the Horn of Africa*	Optional Captain Phillips homework

17.	Why is Djibouti developing?	17. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 17 Djibouti	☑ *Recap quiz* ☑ *Description on the location of Djibouti* ☑ *Explanation of why Djibouti is great location* ☑ *Paragraph on development of Djibouti*	Revise Horn of Africa revision materials
18	What is life like as a nomad?	18. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 18 Life as a Nomad	☑ *Description of a nomad* ☑ *Comparison between a nomad's day and our day* ☑ *Written explanation on the problems and solutions for nomads*	Revise Horn of Africa revision materials
19	What is culture in Africa like?	19. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 19 Culture Trail	☑ *Definition of culture* ☑ *Completed table about different aspects of African Culture*	African Culture homework
20	Horn of Africa Test	20. T:\Geography\Documents\1Year 8\Africa SoW 2016 onwards\Lesson 20 - Horn of Africa Test	☑ *Horn of Africa test* ☑ *Consolidation of knowledge*	

History

week		Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
INTERPRETATIONS & REPRESENTATIONS	1 - 2	Was Guy Fawkes Framed?	1. What happened after the Tudors? 2. What was the official version of the Gunpowder plot? 3. Was Guy Fawkes framed?	☑ *Timeline of key political events 1642 – 1603.* ☑ *Labelled diagram of the Gunpower Plot.* ☑ *At least one PEEL paragraph explaining points of agreement with the interpretation about the Gunpowder Plot.*	Gunpowder plot video, activity and quiz.
	3 - 4	How did Parliament become more powerful than the monarchy?	4. What was the English Civil War? 5. Where did it all go wrong for Charles? 6. What was life like under Oliver Cromwell?	☑ *Table of evidence for and against Charles' execution.* ☑ *Completed table showing different groups under Cromwell.*	Charles I video, activity and quiz.
	5 - 6		7. Was Cromwell a good leader? 8. PATHS 9. How far do you agree that Oliver Cromwell should be remembered as an English hero?	☑ *Card sort of Hero and Villain evidence for Cromwell.* ☑ *At least one redrafted paragraph on the Guy Fawkes interpretations.* ☑ *Three PEEL paragraphs showing specific points of agreement and disagreement with the interpretation about Cromwell, also using own knowledge.*	Oliver Cromwell video, activity and quiz. Knowledge test 8.1 on SMH.

CHANGE & CONTINUITY	7-8	How far did Britain change in the 17th Century?	10. <u>What was life like in Stuart London?</u> 11. <u>How did the Great Plague change London?</u> 12. <u>How did the Great Fire change London?</u>	☑ *Top Trump Card on Changing London.* ☑ *Stuck in and annotated 'Effects of the Plague' sheet.* ☑ *Stuck in and annotated 'Effects of the Fire' sheet.*	<u>Great Plague video, activity and quiz.</u>
	9-10		13. <u>How did the Glorious Revolution change the country?</u> 14. <u>How far had Britain changed in the 17th century?</u>	☑ *Card sort on the Glorious Revolution and Bill of Rights.* ☑ *At least one PEEL paragraph explaining as aspect of change in Britain in the 17th Century.*	<u>Creating the united kingdom activity and test.</u>
	11-12	How far did Britain change in 18th and 19th Centuries?	15. <u>How did Farming change in the 18th century?</u> 16. <u>How did factories develop?</u> 17. <u>What was the Industrial Revolution?</u> 18. <u>How did improved transport change Britain?</u>	☑ *Completed Agricultural Revolution Changes table.* ☑ *Completed true/false sheet about early industrial factories.*	<u>Everyday life in Industrial Era video, activity and quiz.</u>
	13-14		19. <u>PATHS</u> 20. <u>How far had Britain changed in the 18th century?</u>	☑ *At least one redrafted paragraph on the Changing Britain in the 17th Century.* ☑ *Three PEEL paragraphs showing specific aspects of change and continuity in Britain in the 18th century.*	Knowledge test 8.2 on SMH.
	15	Teacher specialism lesson on Early Modern Britain (or to be used by staff on the Battlefields Trip for cover lessons)	Alternatively please see "Other Lessons" folder for lessons on: • Act of Union • A Victorian Xmas		Knowledge test on 1600 - 1750

Maths

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – October half term)				
1	Primes and Factorising	Lesson 1: Finding factors Lesson 2: Finding multiples Lesson 3: Introduction to primes Lesson 4: Investigations with factors, multiples and primes	☑ *identify the factors of integers* ☑ *identify the multiples of integers* ☑ *identify the prime numbers under 20*	Autumn Workbook Pages 1-3 Pages 4-7 Pages 8-10 Pages 11-13 including Reflection
2	Primes and Factorising	Lesson 5: Prime factorisation Lesson 6: Highest common factors Lesson 7: Lowest common multiples Lesson 8: Investigating square numbers	☑ *Find the prime factors of a number* ☑ *Determine HCF and LCM by prime factorisation* ☑ *Find squares, square roots, cubes and cube roots using prime factorisation* ☑ *Use indices to record repeated multiplication*	Autumn Workbook Pages 14-16 Pages 17-20 Pages 21-23
3	Add and subtract fractions	Lesson 1: What is a fraction? Lesson 2: Equivalent fractions Lesson 3: Complements and fractions Lesson 4: Bar models with fractions	☑ *Use equivalent fractions* ☑ *Add and subtract fractions with like and unlike denominators* ☑ *Add and subtract fractions mixed numbers and improper fractions* ☑ *Convert between improper fractions and mixed numbers* ☑ *Add and subtract fractions mixed numbers and improper fractions*	Autumn Workbook Pages 24-26 Pages 27-29 Pages 30-32 Pages 33-35
4.	Add and subtract fractions	Lesson 5: Fraction fact families Lesson 6: Bar models of equivalent fractions Lesson 7: Adding fractions with different denominators Lesson 8: Fraction subtraction	☑ *Use equivalent fractions* ☑ *Add and subtract fractions with like and unlike denominators* ☑ *Add and subtract fractions mixed numbers and improper fractions* ☑ *Convert between improper fractions and mixed numbers* ☑ *Add and subtract fractions mixed numbers and improper fractions*	Autumn Workbook Pages 36-37 including Reflection Pages 38-39 Pages 40-41

5.	Add and subtract fractions	Lesson 9: Ordering fractions Lesson 10: Estimating calculations with fractions Lesson 11: Adding mixed numbers and improper fractions Lesson 12: Subtracting mixed numbers and improper fractions	☑ *Use equivalent fractions* ☑ *Add and subtract fractions with like and unlike denominators* ☑ *Add and subtract fractions mixed numbers and improper fractions* ☑ *Convert between improper fractions and mixed numbers* ☑ *Add and subtract fractions mixed numbers and improper fractions*	Autumn Workbook Pages 42-43 Pages 44-45 Pages 46-47 Pages 48-49

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – October half term)				
1	Positive and Negative Numbers	Lesson 1: Comparing positive and negative numbers Lesson 2: Ordering negative numbers Lesson 3: Adding negative numbers Lesson 4: Subtracting negative numbers	☑ *Represent and order positive and negative integers on a number line (using the symbols >, ≥, <, and ≤)* ☑ *Show addition and subtraction on a number line*	Autumn Workbook Pages 56 Pages 57-58 Pages 59-60 Pages 61
2	Positive and Negative Numbers	Lesson 5: Exploring multiplication Lesson 6: Multiplying and dividing negative numbers Lesson 7: Multiplying and dividing negative numbers Lesson 8: Negative numbers in context	☑ *Apply the four basic operations on positive and negative integers* ☑ *Calculate with rational and decimal numbers (including negative numbers)*	Autumn Workbook Pages 62-65 Pages 66-69 Pages 70-72
3	Sequences, expressions and equations	Lesson 1: Continuing a sequence Lesson 2: Generalising sequences Lesson 3: Generating a sequence Lesson 4: Non-linear sequences	☑ *Recognise and represent number patterns (including finding an algebraic expression for the nth term)*	Autumn Workbook Pages 73-74 Pages 75-76 Pages 77-78 Refection
4.	Sequences, expressions and equations	Lesson 5: Forming algebraic expressions Lesson 6: Combining geometry and algebra Lesson 7: Forming equations Lesson 8: Substitution	☑ *Distinguish between terms and coefficients in algebraic expressions* ☑ *Distinguish between like and unlike terms in algebraic expressions* ☑ *Simplify expressions, collect like terms and expand and factorise linear expressions* ☑ *Substitute numerical values into formulae and expressions*	Autumn Workbook Pages 80-84 Pages 85-88 Pages 89-92 Pages 93-96

5.	Sequences, expressions and equations	Lesson 9: Forming equations using bar models Lesson 10: Solving linear equations Lesson 11: Balancing Lesson 12: Solving equations involving geometrical shapes	☑ *Solve linear equations in one unknown* ☑ *Solve simple fractional equations that can be reduced to linear equations* ☑ *Formulate a linear equation in one unknown to solve problems*	Autumn Workbook Pages 97-100 Pages 101-106 Pages 107-111 Pages 112-116

Music

Classical Remix

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
1	What is my baseline pathway?	1. Students complete baseline test on keyboards.	☑ *Performance of part of baseline assessment performance piece* ☑ *Assessment record sheet*	Online quiz
2 - 3	What was music like in the Baroque period?	2. Students listen to examples of Baroque music and identify instruments and features. 3. Students learn to play Pachelbel's Canon in pairs and perform to the class	☑ *Performance in pairs with verbal feedback*	
4	Creating and rehearsing a group performance	4. Students rehearse in larger groups adding vocals to their arrangement of Pachelbel's Canon	☑ *Group performances videoed and group feedback given*	Timeline of musical periods
5-6	What was music like in the Classical period?	5. Students listen to examples of Classical music and identify instruments and features. Comparison with Baroque. 6. Students learn to play Rondo Alla Turca in pairs and perform to the class	☑ *Performance in pairs with verbal feedback*	
7-8	How do I create an arrangement using music technology?	7. Students use Logic to create an arrangement of Pachelbel's Canon. Some can also arrange Rondo Alla Turca.	☑ *Arrangements peer assessed using peer assessment sheet*	Homework due

Music Technology and Composition

Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
To be taught during term 1 (September – December)				
9	What are my music technology skills?	1. Students complete skills audit on their technology skills	☑ *Intro to Logic and basic functions. Complete skills audit*	Online quiz
10 - 11	How do we create a drum beat?	2. Creating a drum beat using Ultrabeat drum machine	☑ *All create drum beat in different genres and import into track.*	
12 - 13	How do we compose and record a chord sequence?	3. Creating a chord sequence to add to drum beat	☑ *All compose a simple chord sequence and add to drum track from last lesson* ☑ *Add Bass Line*	Technology quiz
14 - 15	How do we compose riffs and melodies?	4. Composing short riffs and structuring melodies correctly	☑ *Developing track adding riff and melodic line*	
16	How can we make our track sound professional?	5. Mixing, effects, EQ, Panning, exporting and sharing our music	☑ *Track is completed and exported as a finished track*	Homework due

Physical Education

For all classes throughout this year there will be a theory block where students will cover the following areas: the skeletal system, the muscular system, short term effects of exercise, long term effects of exercise, diet and nutrition.

PE timetable for this year:

		Term 1: Sept - Oct		Term 2: Oct - Dec		Term 3: Jan - Feb		Term 4: Feb - March		Term 5: April - May		Term 6: June - July	
Class Code	**Teacher**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**	**Activity**	**Location**
8b/ Pe1	PAL	Handball	Sportshall	Football	Astro	Theory	Classrooms	Fitness	HLU	Cricket	Astro	Softball	Field
8b/ Pe2	BRE	Football	Astro	Handball	Sportshall	Fitness	HLU	Theory	Classrooms	Softball	Field	Cricket	Astro
8b/ Pe3	AS2	Fitness	HLU	Theory	Classrooms	Handball	Sportshall	Football	Astro	Softball	Field	Cricket	Astro
8c/ Pe1	JCU	Handball	Sportshall	Football	Astro	Theory	Classrooms	Fitness	HLU	Cricket	Astro	Softball	Field
8c/ Pe2	DRD (3)/JEH (1)	Fitness	HLU	Theory	Classrooms	Handball	Sportshall	Football	Astro	Softball	Field	Cricket	Astro
8c/ Pe3	RSZ (3) / PAL (1)	Football	Astro	Handball	Sportshall	Fitness	HLU	Theory	Classrooms	Softball	Field	Cricket	Astro
8d/ Pe1	JEH	Handball	Sportshall	Football	Astro	Theory	Classrooms	Fitness	HLU	Cricket	Astro	Softball	Field
8d/ Pe2	STB	Football	Astro	Handball	Sportshall	Fitness	HLU	Theory	Classrooms	Softball	Field	Cricket	Astro
8d / Pe3	AS2	Fitness	HLU	Theory	Classrooms	Handball	Sportshall	Football	Astro	Softball	Field	Cricket	Astro

PRE

Week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1-2	What is Buddhism?	44. Who was 'the Buddha'? 45. Attachment and suffering	☑ *Timeline activity of Siddhartha's life* ☑ *The 4 sights worksheet*	Watch this video about Siddhartha Gautama
3-4	What do Buddhists believe?	46. Suffering, Happiness and Satisfaction 47. Life and Death	☑ *The Tibetan Times agony aunt task* ☑ *Definitions of terms used in life and death*	Complete the wheel of life diagram
5-6	How do Buddhists live their lives?	48. The four Noble truths 49. The eightfold path (for a 7 week term only) 50. Skill Assessment	☑ *4 noble truths visual explanation*	Read this article on the 4 noble truths and then write a 100 word description of them.
8-9	What do Muslims believe about Allah?	51. Tawhid 52. 99 names of Allah	☑ *Spider diagram – general information on Islam* ☑ *Tawhid worksheet* ☑ *Table sorting names of Allah into two categories*	Fact File on Islam
10-11	What philosophical problems do Muslims deal with?	53. Shirk 54. Teleological argument	☑ *Grid – sorting statements into things Muslims should avoid/strive towards.* ☑ *Evaluation table of the teleological argument*	Fact File on Islam part 2
12-13	What happens to a Muslim when they die?	55. Akhirah 56. Assessment: Knowledge	☑ *Written summary (description) of what Muslims believe happens after death.*	Revision for knowledge assessment

Science

Biology

Week #	Key Concept Question	Individual Lessons (with #) – click on the link for lesson resources.	Shared Outcomes – what must be produced by the end of the conceptual focus.	Homework (suggested)
To be taught during 1 Rotation (12 weeks)				
1	Explain how to use a microscope to identify and compare different types of cells. Identify the principal features of a cheek cell and describe their functions	3.8.2. Cells 57. Introduction to cells (Uni vs multicellular) 58. Animal cells under the microscope (Practical and RA) 59. Plant cells under the microscope (Practical and RA)	☑ Draw and label a typical plant and animal cell (in pencil). Describe the function of each organelle by completing a table ☑ Label a diagram of a light microscope. Complete the practical write ups for RPA 1 – Animal under the microscope (Practical and RA) ☑ Write an evaluation of the practical – plant cells under the microscope. (Practical and RA)	Knowledge test – Cells and cell structure
2	Explain how uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cell. Suggest what kind of tissue or organ system a cell is part of, based on its features.	60. Specialised cells 61. Cells, tissues, organs and systems 62. Plant specialisation and PATHS task	☑ Create a fact file about 6 specialised cells. Include details of how their structure relates to their specific function. E.g. RBC, WBC, Neurone, Root hair cell, Palisade cell, Guard cell, Sperm, Egg, Ciliated epithelial cell. ☑ PATHS task Extended writing task – Explain the importance of 5 organ systems: immune, respiratory, circulatory, skeletal, reproductive. Describe the major organs involved in each system. ☑ Label a diagram of a flowering plant, including the functions of each part	Knowledge test – Specialised cells
3	Explore how the skeletal system and muscular system in a chicken wing work together to cause movement. Explain how a physical property of part of the skeleton relates to its function. Explain how antagonistic muscles produce movement around a joint.	3.8.1 - Movement 63. The human skeleton 64. Muscles and joints 65. PATHS task	☑ Write up of RPA 2- Explore the skeletal and muscular system in chicken wing (Practical and RA) ☑ Labelled diagram of the skeleton ☑ PATHS Create a table showing the different types of joint in a skeleton and give details of the movement of each and where they are located. Explain why we need joints in our body.	Knowledge test – Human skeleton & muscles EOTT revision

4		66. Antagonistic pairs 67. End of topic test 68. Feedback lesson	☑ Write up of practical - RPA 3 - Making a model arm to show how the biceps and triceps work together (practical and RA). In the conclusion define the terms contract and relax. ☑ Explain what happens when a muscle is damaged and how it can be repaired ☑ Green pen feedback of test and EOTT front sheet in book.	Knowledge test – Human skeleton & muscles EOTT revision

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1	Describe ways in which plants obtain resources for photosynthesis.	3.9.4 Photosynthesis 1. Photosynthesis 1 2. Photosynthesis 2 3. Adaptations of the leaf	☑ Name the reactants and products of photosynthesis. Write a word equation for the reaction. Explain the difference between Photosynthesis and Respiration in plants ☑ Recall the test for starch. Carry out the starch test on a leaf. Link the distribution of starch to leaf structure. ☑ Label a cross-section of a leaf. Describe the distribution of chloroplasts. Explain the distribution of chloroplasts in terms of photosynthesis.	Knowledge test – Photosynthesis

2	Suggest reasons for particular adaptations of leaves, roots and stems.	4. The role of the stomata RPA & Structure of the root 5. Investigating diffusion – Required practical 6. Competition in plants -PATHS opportunity	☑ Predict where most stomata are found on a leaf and test this – RPA. Draw a suitable graph of your results and evaluate your prediction. Explain your results. ☑ Label the parts of a plant. Describe the importance of root and xylem function for photosynthesis. Explain why root hair cells differ from palisade cells. ☑ Draw a diagram to show the diffusion of gas Describe how concentration affects rate of diffusion – RPA. Explain why other factors can affect the rate of diffusion. ☑ Describe the factors that can affect plant growth through competition.	Knowledge test – Adaptations in a plant EOTT revision
3	Explain how specific activities involve aerobic or anaerobic respiration.	7. Aerobic respiration 8. The impact of exercise 9. Anaerobic respiration	☑ Identify the reactants necessary to create energy. Formulate a word equation showing these reactants and the products of their reaction. Write a (balanced) symbol equation for this reaction ☑ Predict how physical activity will affect your breathing and heart rates. Test your prediction and record your results. Explain your results in terms of energy and respiration. ☑ Identify situations when the body requires extra oxygen. Write a word equation showing how energy can be produced without oxygen. Explain why you may sometimes get cramp during exercise. Explain why it takes time for breathing to return to normal after exercise.	Knowledge test – Respiration Revision for EOTT.
4	Investigate fermentation with yeast to explore respiration.	10. Fermentation of yeast 11. End of Topic Test 12. PATHS Feedback lesson	☑ Use data from investigating fermentation with yeast to explore respiration.	

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1	Explain how a change in the DNA (mutation) may affect an organism and its future offspring.	3.10.4 Inheritance 1. Genes 2. Mutations and Recessive Alleles (EXTENSION) 3. Genetic Crosses (EXTENSION)	☑ Categorise types of inheritance. Describe how variation is inherited. Explain how genes affect the way we look. ☑ Give examples of how mutations can affect inherited variation. Describe what alleles are and how they affect offspring. Explain how recessive alleles can result in undesirable characteristics. ☑ Complete genetic crosses using punnet squares.	Knowledge test – Genes
2	Use evidence to explain why a species has become extinct or adapted to changing conditions.	3.10.3 Evolution 4. Natural Selection 5. Evolution 6. Extinction	☑ Identify desirable features in various species Describe what happens to individuals lacking in these features. Explain why some individuals are more likely to survive. Recall who Charles Darwin was. ☑ Give examples of survival of the fittest. Explain with examples how natural selection leads to evolution. Give examples of endangered species. ☑ Describe how species can become endangered and extinct. Explain measures that can be taken to reduce risk of extinction.	Knowledge test – Natural Selection EOTT revision
3	Explain how a lack of biodiversity can affect an ecosystem. Describe how preserving biodiversity can provide useful products and services for humans.	7. Biodiversity (EXTENSION) 8. Genetic Modification 9. End of Topic Test	☑ Predict changes to population sizes when a species is removed from a food web. Evaluate the advantages and disadvantages of interdependence. Explain possible consequences of a significant reduction in biodiversity. ☑ Draw a diagram to show where genes (chromosomes) are found. Sequence the stages in genetic modification using diagrams or models. Evaluate the ethics of genetic modification.	Knowledge test – Genetic Modification

Science

Chemistry

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during 1 Rotation (12 weeks Physics)				
1	Sort elements using chemical data and relate this to their position in the periodic table	3.5.3. Periodic Table 69. The periodic Table of elements https://www.google.co.uk/search?q=periodic+table+blind+date&safe=active&surl=1&gws_rd=ssl 70. The Structure of the atom 71. Group 1 and Group 7 patterns (RPA demo and RA)	☑ Label and colour code a diagram of the periodic table. Evaluate where there are many versions of the periodic table. ☑ Create a fully labelled diagram of atomic structure. Include the charges and relative size of these particles. ☑ RPA – demo of group 1 metals. Pupils watch demo and then the braniac video. After each metal stop the clip and ask them to write a short description of the reactivity of that metal then list the metals in order of reactivity. ☑ Describe how the reactivity of the halogens is different to that of the alkali metals.	Knowledge test – Periodic table
2	Compare the properties of elements with the properties of a compound formed from them	72. Compounds and bonding Link to blind date video 3.5.4 Elements 73. Elements 74. Compounds and Mixtures	☑ Describe how elements can form different types compounds. Give examples of ionic and covalent compounds and explain how they form. ☑ PATHS task - Use particle diagrams to classify a substance as an element, mixture or compound and as molecules or atoms.	Knowledge test – Atomic structure
3	Compare the properties of elements with the properties of a compound formed from them	75. Naming compounds 76. End of Topic test 77. Feedback lesson and Calculating chemical formulae (optional extension lesson)	☑ Name simple compounds. Complete work equations that show how to name simple compounds using the following rules: change non-metal to –ide; mono, di, tri prefixes; and symbols of hydroxide, nitrate, sulfate and carbonate. ☑ PATHS exam feedback sheet	Knowledge test – Elements and compounds EOTT revision

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1	Compare the differences between acids and alkalis and describe how to detect them	3.6.2 Acids and Alkalis 78. Acids and alkalis- **RPA +RA** **RPA+RA- 7Ed/1 pH testing 1** 79. Acids and alkalis, research and literacy task 80. pH scale and indicators	☑ *Produce a table showing the pH tests of several liquids using litmus. Include a risk assessment for working with acids and alkalis.* ☑ *Write a blog entry or magazine article about acids and alkalis and their uses in everyday life and industry.* ☑ *Evaluate the dangers of working with a variety of acids and alkalis.*	Complete knowledge test- Acids and alkalis
2	Devise an enquiry to compare how well indigestion remedies work	81. Neutralisation 82. Using Neutralisation- **RPA +RA** ***Investigation of pH changes when a strong acid neutralises a strong alkali***. 83. Concentration	☑ *Research task- Recall the pH of a neutral substance, and produce examples of everyday situations in which neutralisation is useful.* ☑ *Write up the investigation-* ***Investigation of pH changes when a strong acid neutralises a strong alkali***. ☑ *Describe high and low concentration in terms of particles with a labelled diagram.* ☑ *Higher- Complete calculations on concentration using* g/cm^3	Complete knowledge test- Reactions of acids
3	Investigate a phenomenon that relies on an exothermic or endothermic reaction	3.6.3 Energy Changes 84. Exothermic and endothermic reactions **85. Exothermic and endothermic RPA + RA** **C225a Temperature changes practical** 86. Catalysts	☑ *Describe the difference between exothermic and endothermic reactions in relation to the change in energy and the change in temperature of the surroundings.* ☑ *Plan an investigation to find the change in temperature of two reactions. Analyse the data to decide if each reaction is exothermic or endothermic and include reasoning.* ☑ *Describe the function of a catalyst and explain why it is a useful substance in industry.*	Complete knowledge test- Energy changes EOTT revision
4		87. End of topic test 88. PATHS Feedback Lesson	☑	

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during term 1 (September – December)				
1	Investigate the contribution that natural and human chemical processes make to our carbon dioxide emissions	89. The Carbon Cycle 90. Global warming- **RPA**- jam jar and matches to model Earth atmosphere. https://www.youtube.com/watch?v=0SYpUSjSgFg 91. Climate change	☑ *Label a diagram of the carbon cycle with the main processes.* ☑ *Label a diagram on global warming, and its cause in relation to greenhouse gases.* ☑ *PATHS- Write an article on Global warming, its cause and impact. Suggest a plan on how to limit the effects of global warming.*	Complete knowledge test- Global Warming
2	Describe how to make the most of the world's resources, and how to limit our impact on the environment.	92. Human Impact 93. Recycling 94. Ceramics and composites	☑ *Estimate your own carbon footprint using a table. Describe measures that can be taken to reduce it.* ☑ *Produce a storyboard on how to recycle and dispose of a variety of materials* ☑ *List the functions of 5 ceramic and composite materials, and link their functions to the properties.*	Complete knowledge test- Human impact
3	Predict the method used for extracting metal based on its position in the reactivity series	95. Polymers and uses- **RPA**-Making slime 96. Extraction of metal ores and quarrying 97. End of topic test 98. PATHS Feedback Lesson	☑ *Draw a diagram of a monomer and link it to the production of a long chain of polymers. (Do not go into the detail of the carbon chains). Describe how the chain arrangement links to plastic properties.* ☑ *Produce a table denoting the pros and cons of quarrying for metal ores and make an informed decision over opening a quarry in several choices of area.* ☑ *Higher- Use the reactivity series to choose methods on how methods can be extracted, including carbon displacement and electrolysis*	Complete knowledge test- Materials EOTT revision

Science

Physics

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
To be taught during 1 Rotation (12 weeks Physics)				
1	Illustrate a journey with changing speed on a distance-time graph, and label changes in motion. Explain the way in which an astronaut's weight varies on a journey to the moon Describe how the speed of an object varies when measured by observers who are not moving, or moving relative to the object.	99. Types of forces *(Practical and RA)* 3.1.2 - Gravity 100. Weight, mass and gravity (w = m x g) 101. Balanced and unbalanced forces	☑ *Complete free body diagrams to show the forces acting on objects that are balanced and unbalanced* ☑ *Calculate weight, mass and gravity using the formulae and manipulation of the formula.* ☑ *Complete the green pen response of the PATHS of the RPA.*	Knowledge test – Forces 1
	Describe factors which affect the size of frictional and drag forces Describe how levers and pulleys make a task easier	102. Resultant forces (Practical circus & RA) 103. Friction 104. Work, Levers and Pulleys	☑ *Identify forces acting on several experiments in a practical circus, deciding if they are balanced or not, and describing the different forces acting on the object. Make the link between the balanced forces, unbalanced forces, and the resultant forces and draw a diagram of each with proportional arrows.* ☑ *Write an article on how friction can be used – think of at least one situation where friction is reduced and another where it is deliberately increased.* ☑ *Explain why a bigger weight can be lifted is a pulley is used.*	Knowledge test – Forces 2
	Find the elastic limit of a spring by plotting data on a graph together with a line of best fit State the relationship between weight and extension shown in a graph	105. Stretching (Elastic limit) 106. Investigating stretch (Practical and RA) ***Practical W/S 1*** *Investigating Simple Steel Springs –* ***simple*** ***W/S 2*** *Hookes Law-* ***with add graph guidance*** 107. Write up and evaluation of practical with graph skills included	☑ *Plan the Investigating Springs practical fully and write up each stage. Aim, Prediction, Equipment, RA, Method, Results, Conclusion and Evaluation.*	Knowledge test – Friction and Elastic potential Complete practical write up and evaluation

		108. Pressure in gases - Collapsing can – Magnadeur (Practical demo with RA) 109. Scuba diving (optional extension lesson) 3.1.1. Speed 110. Speed	*Use the formula: speed=distance/time to calculate speed (Include manipulation of the formula for higher groups.)* ☑ Write a description using particle theory to explain what happens during the collapsing can demo. Use diagrams to support the text.	Knowledge test – Pressure
2	Investigate variables that affect the speed of a toy car rolling down a slope	111. Distance time graphs 112. Investigating speed *(Practical and RA)* 113. Practical write up and recall test	☑ *Draw and interpret a distance time graph from data* ☑ *Calculate speed at different points on the graph and link to gradient of line* https://www.mathswatchvle.com/video/mw-clip.php ☑ *Write up of Investigating speed practical including plotting a suitable graph from data and explaining what it shows.* https://www.mathswatchvle.com/video/mw-clip.php	Knowledge test – Speed Complete practical write up and evaluation
3		114. End of unit test **115.** PATHS feedback on practical		Knowledge test – Gravity EOTT revision Green pen the test paper using the markscheme.

Week #	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework (suggested)
1	Explore the magnetic field pattern around different types or combinations of magnets	3.2.4 Magnestism 116. Magnetic materials ***Practical – pupils given a range of magnets and magnetic and non-magnetic objects to test.*** 117. Permanent and Induced Magnets ***Practical H2 J1b Core- Making a magnet*** 118. Magnetic fields (Practical and RA)	☑ Practical - Investigate the effect that two magnets have on each other in different orientations. ☑ Investigate how to make an induced magnet by stroking an iron nail with a permanent magnet. Practical Pupils given an iron rod and magnet and paper clips to pick up. ☑ Describe how an induced magnet is produced. Describe what is meant by a permanent magnet ☑ (Practical) Investigate the magnetic field of a permanent magnet using plotting compasses and iron filings. Draw a magnetic field of a bar magnet and use the idea of field lines to show how the direction or strength of the field around a magnet varies.	Knowledge test - Magnets
2	Investigate ways of varying strength of an electromagnet	119. Earth's Magnetic field *(Practical and RA)* **Practical W/S *Making a compass H2 J3a Core*** 3.2.3 Electromagnets 120. Magnetic field and electricity *(Practical and RA)* 121. Solenoids *(Practical and RA - SAFETY)*	☑ Describe how to plot the magnetic field pattern using a compass. ☑ Make a compass using a needle and a permanent magnet and explain how it can be used for navigation. ☑ Demonstrate the shape of the magnetic field by placing a wire through a piece of card with iron filings sprinkled near it. Apply a current through the wire. Draw the shape of the magnetic field as concentric circles perpendicular to a wire ☑ Draw the shape of a magnetic field around a solenoid and describe ways of increasing the magnetic field strength of a solenoid. ☑ Predict how an object made of a magnetic material will behave if placed in or rolled through a magnetic field. (extension)	Knowledge test – Magnetic fields Complete practical write up and evaluation

3	Investigate ways of varying strength of an electromagnet	122. Electromagnets investigation ***W/S Investigating an electromagnet H2 Ja4 core Practical Resources - Nickel wire, iron core, croc clips, multi meters, paperclips, plotting compasses W/S Info - Magnetic fields associated with current for straight, loop and solenoid wire.*** 123. End of topic test 124. Feedback lesson	☑ Investigate the ways of varying the strength of an electromagnet. (WS: Analyse patterns, draw conclusions, present data, construct explanations, collect data, devise questions, plan variables, test hypotheses, estimate risks). ☑ Plan an experiment to see if a coil of wire has a stronger magnetic field than a straight wire when both carry the same electric current. ☑ Use a diagram to explain how an electromagnet can be made and how to change its strength. Explain the choice of electromagnets or permanent magnets for a device in terms of their properties. Suggest how bells, circuit breakers and loudspeakers work. ☑ Green pen responses to PATHS feedback	Knowledge test – Electromagnets EOTT revision
Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
1	Investigate how to prevent heat loss by conduction, convection and radiation	3.3.4 Heating and Cooling 125. Hot to cold (energy changes 126. Expansion and Contraction **Expansion and contraction – Required practical** 127. Conduction **Practical W/S** *Conduction in metals H2 I4a Core*	☑ Describe how the movement of heat causes temperature change and explain how changes in temperature affect particle behaviour. Give examples of everyday changes. ☑ Draw diagrams of solid, liquid and gas then describe what happens to particles when heat energy is added or removed. ☑ Explain how this affects the shape and size of objects ☑ Complete the practical to predict which material will be the best conductor, record data and write up a full conclusion and evaluation for the practical – PATHS assessment. ☑ Explain using particle theory the properties of good conductors	Knowledge test – Expansion and contraction

2	Investigate how to prevent heat loss by conduction, convection and radiation	**3.4.4 Wave properties** 128. Convection (Practical and RA) **Practical W/S** *Convection In Water H2 I6b Core Demo - Potassium Permanganate, Tea Bags* 129. Radiation Leslie cube practical 130. Insulation (Practical and RA) *Practical W/S ES 8Id1 Testing insulation 1* **Practical;** *T/T, Beakers Thermometer, Stopwatches - in teaching walls*	☑ Draw a diagram to show the movement of hot and cold air/water. Annotate the diagram to explain how density changes result in particle movement. ☑ Predict what will happen to the potassium permanganate in water when it is heated, then watch the demonstration and write a conclusion and evaluation using all the key words. ☑ Describe how infrared radiation travels using the sun as an example. ☑ Annotate a diagram of a vacuum flask to show how it reduces heat loss to keep a drink hot. ☑ Complete the Insulation required practical and write up.	Knowledge test – Convection and conduction Complete practical write up and evaluation
3		131. End of Topic Test 132. Feedback lesson	☑ Revise for unit test ☑ Green pen the test and respond to PATHS	Knowledge test – Radiation and Insulation
Week #	**Key Concept Question**	**Individual Lessons (with #) –** *click on the link for lesson resources.*	**Shared Outcomes –** *what must be produced by the end of the conceptual focus.*	**Homework (suggested)**
1	Use the wave model to explain observations of the reflection, absorption and transmissionof waves Use ray diagrams to model how light passes through lenses and transparent materials	3.4.2. Light 133. Wave Properties 134. Reflection of Light (Practical and RA) 135. Refraction of Light (Practical and RA)	☑ Label **amplitude** and **wavelength and d**escribe how the **frequency** or amplitude of a wave affects what is heard. ☑ Explain the difference between **transverse** and **longitudinal** waves and give examples of each. ☑ Describe the properties of different longitudinal and transverse waves. Use the wave model to explain observations of the reflection, absorption and transmission of a wave. ☑ Accurately draw and record angles of reflection with respect to the normal through practical work.	Knowledge test – Wave properties

2	Use the wave model to explain observations of the reflection, absorption and transmission of waves	**3.4.4 Wave properties** 136. Ray Diagrams 137. The Eye 138. Coloured Light	☑ PATHS task - Construct ray diagrams to explain reflection ☑ Use ray diagrams to describe how light passes through lenses and transparent materials. Apply this to describe how lenses may be used to correct vision. ☑ Explain observations where coloured lights are mixed or objects are viewed in different lights. ☑ Predict whether light will reflect, refract or scatter when it hits the surface of a given material. Use ray diagrams to explain how a device with multiple mirrors works.	Knowledge test – Light Complete practical write up and evaluation
3	Relate changes in the shape of an oscilloscope trace to changes in pitch and volume	**3.4.1 Sound** ***139.*** Sound Waves 140. Speed of Sound **3.4.3 Wave Effects** 141. Ultrasound and Ultraviolet	☑ Explain what occurs as sound is reflected, transmitted or absorbed by different media using the idea of a longitudinal wave. Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture. Use drawings of waves to describe how sound waves change with volume or pitch. Use diagrams to compare the waveforms a musical instrument makes when playing different pitches or volumes. ☑ Explain differences in the damage done to living cells by light and other waves, in terms of their frequency.	Knowledge test – Sound
4		142. Uses of Ultrasound 143. Hearing Problems (extension lesson) 144. Loudspeakers	☑ Explain how audio equipment converts sound into a changing pattern of electric current. Use diagrams to compare the waveforms a musical instrument makes when playing different pitches ☑ or volumes. ☑ Compare and contrast the properties of sound and light waves. ☑ Suggest what happens when two waves combine. (Extension) ☑ Suggest the effects of particular ear problems on a person's hearing. (Extension)	Knowledge test – Wave effects EOTT revision
	All of the above in preparation for the test	145. End of Topic Test 146. Feedback lesson	☑ *Pupils to complete the test and feedback sheets Green pen and stick it into their books.*	Green pen the test paper using the markscheme.

Spanish

week	Key Concept Question	Individual Lessons (with #) – *click on the link for lesson resources.*	Shared Outcomes – *what must be produced by the end of the conceptual focus.*	Homework / Link to Text Book
1	**Introduction** **Revision of basic skills** -telling the time, numbers	1. Me presento. 25 word vocab test - 1 2. Son las dos y media	☑ *At least 5 facts about themselves written in book* ☑ *A title page* ☑ *25 word vocab test- 1* ☑ *Clocks – explaining the hours and minutes*	-Title page, choose a Hispanic country (not Spain) and present at least 5 facts creatively
2	**Revision of basic skills** -telling the time, numbers **Building vocabulary** -Using reflexive verbs to describe daily routine	3. Son las tres menos cinco 4. Me despierto	☑ *At least 10 sentences giving times, both "past" and "to".* ☑ *A list of at least 8 daily routine verbs*	Vocab test – vocab 1
3	**Building vocabulary** -Using reflexive verbs **Extending sentences**	5. Me ducho en el cuarto de baño 6. Ceno en el comedor a las seis con mi familia	☑ *Vocab test 1* ☑ *At least 2 detailed sentences describing daily routine, including where, time, who with* ☑ *3 translations – Spanish to English*	Vocab test - vocab 2
4	**-Building vocabulary** - time/frequency phrases to describe chores	7. Paso la aspiradora 8. Los lunes saco la basura	☑ *Vocab test 2* ☑ *At least 5 sentences describing chores they carry out, including frequency phrase* ☑ *A typical day in the life of a famous person (preferably Spanish speaking)* ☑ *3 translations – English to Spanish*	Practise for speaking assessment

5 6	**Speaking skills assessment** -Giving information about daily routine **Feedback**	9. Preparación 10. Speaking assessment 11. Speaking assessment 12. PATHS feedback, 25 word vocab test – 2, la comida	☑ *Transcript for speaking assessment dialogue* ☑ *PATHS feedback response in green pen* ☑ *25 word vocab test- 2*	Practise for speaking assessment Vocab test 2a
HALF TERM				
To be taught during term 1 (November– December)				
7	**Justified opinions:** -food **Adjectival agreements**	13. ¿Te gustan las verduras?, 25 word vocab test - 3 14. ¿Por qué?	☑ *Vocab test 2a* ☑ *A list of at least 10 foods and drinks* ☑ *At least 5 justified opinions on different foods and drinks* ☑ *3 translations English to Spanish* ☑ *25 word vocab test - 3*	Vocab test – vocab 3
8	**Applying information:** -mealtimes **Using 1st and 3rd person**	15. ¿A qué hora desayunas normalmente? 16. ¿Qué desayunas?	☑ *Vocab test 3* ☑ *A list of at least 5 relevant verbs in the 3rd person* ☑ *3 translations Spanish to English*	Vocab test – vocab 4
9	**Applying information:** -mealtimes **Using 1st and 3rd person** **Writing skills:** -assessment	17. ¿Qué desayuna tu madre? 18. Writing assessment	☑ *Vocab test 4* ☑ *Writing assessment: At least one paragraph describing their meal routines, including 3rd person, justified opinions and connectives.*	Vocab test – vocab 5

10	**Feedback** **Cultural: traditions** -Food in Hispanic countries **Pair work** **Presentation skills**	19. PATHS feedback, cultural 20. Cultural presentations	☑ *Vocab test 5* ☑ *PATHS feedback response in green pen* ☑ *At least 5 facts about traditional food eaten in different Hispanic countries* ☑	Prepare presentation on food
11	**Creative/cultural skills:-** Creating a menu **Speaking skills:** -restaurant role play **Team work**	21. Los menús de países diferentes 22. En un restaurante	☑ *A menu* ☑ *A restaurant role-play transcript*	Finish menu
12	**Speaking skills:** -restaurant role play **Team work**	23. En un restaurante 24. Role play presentations	☑ *A restaurant role-play transcript*	Practise role-play
13	**Cultural: traditions and celebrations** -Christmas	25. Role play presentation, 25 word vocabulary test - 4 26. La Navidad	☑ *25 word vocab test* - 4 ☑ *5 facts about Christmas in Hispanic countries*	

The beginning and end of the school day

The beginning of the school day can be a rush for everyone. Your son will need to be far more organized now they are in year 08, they will need to be in school on time have all of their school books. Establishing a routine in the morning and evening will help the day start smoothly and with minimum stress.

Tips for a positive start to the school day:

- Encourage your son to pack their school bag each evening, at this point check they have completed homework and revision cards from the day's lessons.
- Try to make sure your child eats breakfast (at home or school), this provides essential energy and will help him perform better at school, encourage your son not to buy energy drinks before the school day.
- Attendance and punctuality are crucial. Are you aware of your son's assembly days? Pupils need to be in their tutor bases or assembly for 8.25 for an 8.30 start.
- Check each evening for letters home, permission forms or the Show My Homework Website, this will help avoid early morning panic and items being forgotten.

Helping with homework

See individual subject web links and expectations for student's homework this term.

Check www.showmyhomework.com daily, and check their books to see if it is completed – **THERE IS NO SUCH THING AS NO HOMEWORK IN YEAR 08** – even if they say they have completed work at school they should be reading over their lesson notes again and making revision cards from these notes.

Ask your son if there's anything you can do to help with homework. Discuss the organisation of the work. If your son has several assignments due in on the same day, suggest they space the work out and create a homework plan which can be stuck on the fridge or bedroom wall. If they start the work early and get stuck they will have time to speak to the class teacher to discuss support.

The following is a rough guide to how long your son should be spending on homework at secondary school:

	Years 07/08 = 90 minutes a day

Developing your son's communication skills

If we can teach children to communicate effectively, then we are not only helping them in examinations, we are preparing them for life. Key communication skills include literacy, presenting ideas, listening skills, numeracy and self-awareness. Pupils will be taught communication skills in subject lessons, tutor time, the PSHCE programme and through inter-tutor competition. By parents working alongside the school, these skills will be reinforced and consolidated.

Ways to support your child's learning

You may not be reading with your son as you did at primary school but you can still support positive reading habits. Talk to your son about the books you are both reading.

Keeping up-to-date with the news helps with schoolwork. Try to encourage your son to read a newspaper at least once or twice a week. Find news stories that connect to lesson topics. If your son is researching a subject, suggest the online archives of a good newspaper or the BBC website (see links in curriculum area notes)

If you're planning a day out, visit a museum or gallery that will tie in with the work your son is doing in subjects such as Art, English, History, Geography or Science - this can be a fun way to add depth and interest to your child's learning.

Revision for exam's next summer start's now:

- Work out a revision timetable for each subject
- Start to create revision cards for tests and exams
- Make sure your son has all the essential texts, books and materials
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your son's attempts at practice papers

The night before	When you get up	When you are in school	After school
• Pack your bag the night before – check homework, reading book, PE kit etc. • Make sure you have a fully stocked pencil case. • Go through Show My Homework with your parent/carer every evening. • Have a copy of your timetable on your fridge and a photo on your phone. • Lay your uniform out ready for the morning. • Set an alarm clock and an alarm on your phone.	• Have a good breakfast to set you up for the day. • Plan a route to school that has a back-up option if things go wrong. • Get to school for 08:15 at the latest. Be at assembly location or tutor base for 8.20.	• Be at all of your classes on time. • Get your equipment out straight away and begin the starter. • Ask for help if you get stuck. • Look towards the boys who are successful. • Be proactive if you have a problem with homework.	• Do your homework the day it is set, not the day before it is due. • Discuss your school day with parent/carer. • Join an extra-curricular club.

TARGETS:

1) _____

2) _____

3) _____

EXAMS – STUDENTS' RESPONSIBILITIES

- **The exam timetable is displayed** outside the exam office, school hall and on the school website. **Ensure you know when and where your exam is.**

- Arrive at **LEAST 15 MINUTES** before the start of your exam and **wait quietly outside the venue**.

- Empty your pockets ensuring you have no paperwork left in there. Make sure your hands have no writing on them. Turn off your phone and get ready to hand it in alongside any watches, headphones and electronic devices. These are kept securely and are handed back to you at the end of the exam when leaving. Should you chose to keep your devices in your bag and a sound is heard, please be aware there are very strict penalties. IT IS UNFAIR TO DISTURB OTHER STUDENTS.

- You may bring **a clear bottle of water, (but no other drinks)**, the label must be removed beforehand.

- Pencil cases, calculators and all equipment (including tissues) are provided by the exam team. You may use your equipment stored in a clear pencil case, but remember you need to write in black ink.

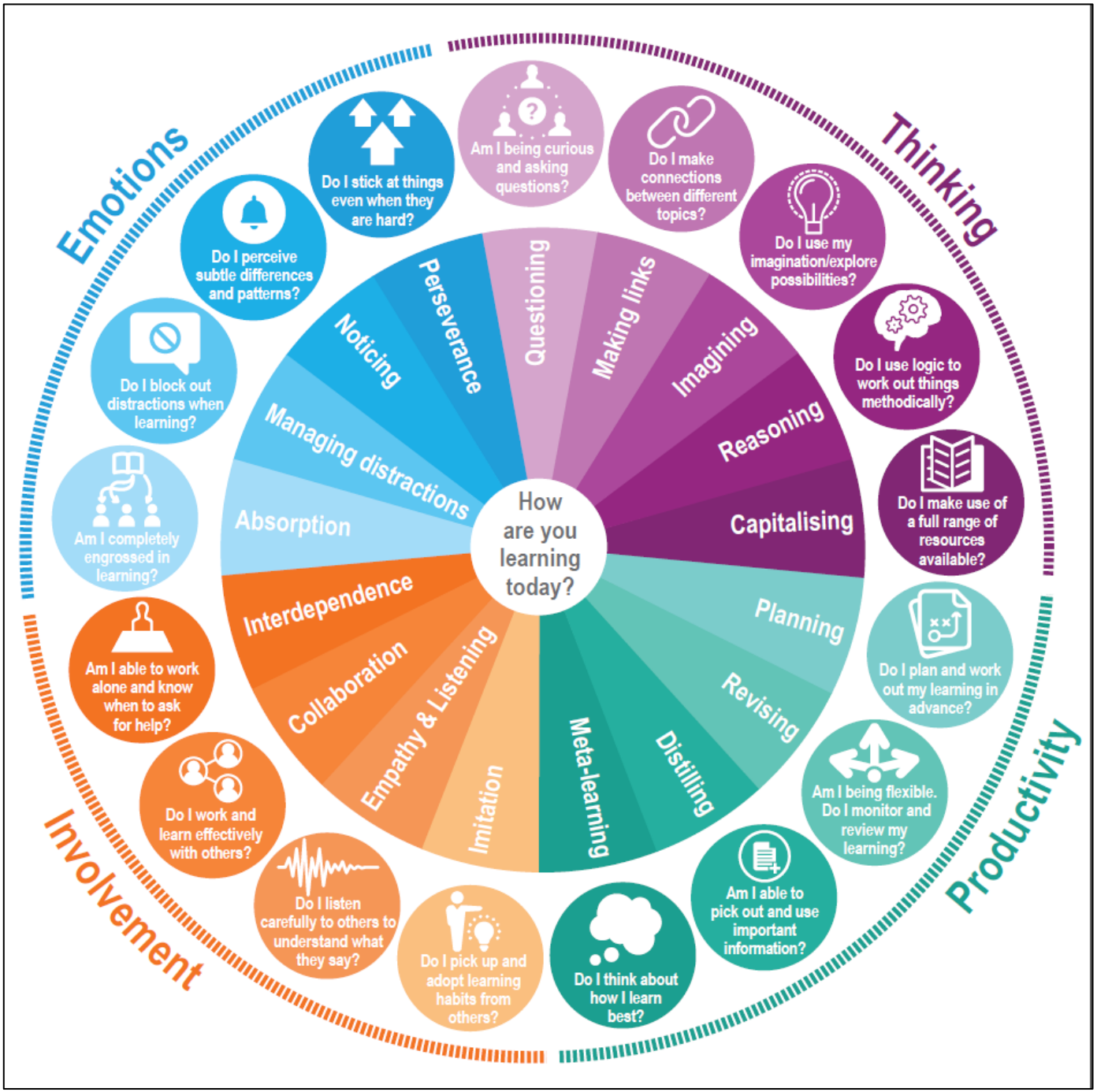
- Follow the instructions of the staff at all times. DO NOT speak to or communicate with any pupil once you have entered the exam room.

- You MUST sit in silence and face the front. DO NOT open or read any booklets that are on your desk until you are instructed to do so. Please remember that we cannot help you with your exam so don't ask questions about the exam. If you have any other query please raise your hand.

- Listen to staff instructions. You will be told when to start and end the exam. Start and end times, plus clocks are visible at the front.

- Remain seated, follow staff instructions and leave the exam room in silence.

GOOD LUCK FOR ALL YOUR EXAMS.


How are you learning today?
Emotions
Thinking
Productivity
Involvement
Noticing
Perseverance
Managing distractions
Absorption
Questioning
Making links
Imagining
Reasoning
Capitalising
Interdependence
Collaboration
Empathy & Listening
Imitation
Planning
Revising
Distilling
Meta-learning
Do I stick at things even when they are hard?
Am I being curious and asking questions?
Do I make connections between different topics?
Do I use my imagination/explore possibilities?
Do I use logic to work out things methodically?
Do I make use of a full range of resources available?
Do I plan and work out my learning in advance?
Am I being flexible. Do I monitor and review my learning?
Am I able to pick out and use important information?
Do I think about how I learn best?
Do I pick up and adopt learning habits from others?
Do I listen carefully to others to understand what they say?
Do I work and learn effectively with others?
Am I able to work alone and know when to ask for help?
Am I completely engrossed in learning?
Do I block out distractions when learning?
Do I perceive subtle differences and patterns?

Key Dates:

29th Sept French Trip
23rd to 27th Oct Half Term
7th Nov Dolls eye Theatre Workshop
6th / 7th Dec Little Shop of Horror's
13th Dec Progress Report
15th Dec End of term 1pm finish
3rd Jan start of term 9.45am start
18th Jan Parents Evening
19th Jan start 9.45am start
12th to 16th Feb Half Term
23rd Feb 9.45am start
9th Mar Directions and Destinations Day
21st Mar Full Report& Options Evening
29th Mar End of term 1pm finish
16th Apr start of term 9.45am start
16th Apr Deadline for option forms
20th Apr 9.45am start
28th Apr to 1st May Half Term
8th Jun 9.45am start
18th Jul Full Report
20th Jul End of term

Assessment and Reporting

Year 7	Year 8	Year 9	Year 10	Year 11 Target Outcome (Old A*-G)	Year 11 Target Outcome (9-1)
				A*	9
			9	A*/A	8
		9	8	A	7
	9	8	7	B	6
9	8	7	6	B/C	5
8	7	6	5	C	4
7	6	5	4	D	3
6	5	4	3	E	2
5	4	3	2		
4	3	2			
3	2				
2					

Key Websites

http://www.carshaltonboys.org/ -
School home page – go to 'Your Child' then 'Resources and support for parents' for websites and links to help
School home page – go to 'Curriculum' then 'Parent termly information packs' and you will find relevant curriculum information and support. This will be updated ½ termly.

https://www.showmyhomework.co.uk – student website for homework

http://www.familylives.org.uk/advice/teenagers/school-learning/ - Parent support site

Key Email Addresses:

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Paul Lambert – PLambert@carshaltonboys.org
Learning Coordinator Year 08

Sarah Tyson – STyson@carshaltonboys.org
Senior Pastoral Support Officer Year 07/08