

Subject	Preparation	Revision	Extension	Play
English	These tasks are set by the class teacher on any given date.	Tasks will be set that will help prepare students for assessment points. Teachers will direct students to suitable tasks and useful timescales.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.
Maths	These tasks are optional and available to all. Students are informed at the start of each term.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are optional and available to all. Students are informed at the start of each term.
Science	Doodle quizzes will be set fortnightly. Students will be informed by the teacher on any given date.	Home learning and exam support booklet – practice exam questions will be set weekly and marked together in lesson time.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.
MFL	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set weekly. Students are informed at the start of each term by making a note in their planner.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.
Humanities	These tasks are set for the whole year group by an individual teacher on any given date. Deadlines are set individually by their class teacher.	These tasks are set before interim or final assessments by their class teachers. Some Doodle quizzes are set by a teacher for the whole year group to complete.	These tasks are set on an individual basis depending on the students on any given date. Students will be informed by their teacher.	These tasks are set by class teachers and students will be directed to where the work is. Students are informed on any given date.
History	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.

			teacher on any given date.	
Food	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are optional and available to all. Students are informed at the start of each module.
Computing	Students are encouraged to attempt these before starting each unit of work to best prepare for the work ahead.	These tasks are set as weekly homework activities. Students are informed at the start of a lesson by writing details into their planner.	These tasks are issued on an individual basis. Students will be issued these upon completion of classwork during the lesson.	These tasks are optional and available to all. Students are informed at the start of each topic.
Hair and Beauty	These tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They are emailed the information and write the assessment date in their planners.	The task is set at the end of the lesson as a plenary. Pupils use this as a guide for their assessment PowerPoint.	Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas.
Health & Well-Being	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher.	This task is set the week before the mini skills test by making a note in the planner.	These tasks are either set in lesson or the pupils can go away and research in their own time. In Year 8 this task is done in lesson time.	These tasks are optional and available to all. Students are informed at the start of each module.
Child Development	These tasks are set on an individual basis depending	This task is done as a starter in lesson using prior	Some of this task is done in lesson. Pupils	These tasks are optional and available to

	on the next lesson to take place. Students will be informed by the teacher.	knowledge so no home revision is needed.	use their planner to remember to evaluate their book at home.	all. Pupils are encouraged during the topic.
Health & Social Care	These tasks are set at the beginning of the assessment and depend on the person the pupil has picked. A reminder will be written in their planner.		Some of this task is done in lesson. Pupils use their planner to remember to evaluate their presentation at home.	These tasks are optional and available to all. Pupils are encouraged during the topic.
Music	Tasks are set within class; most are ensemble-based but all have targets set for each student based on practical and written work.	Based on practical and written H2Is, these are set, on average, every 4 weeks. Students do not have to complete homework but are encouraged to refer to musical terminology in workbooks and map out their practical success route.	Practical work is mostly differentiated by outcome so extension work is built in to each practical task; beyond this, students are encouraged to join extra-curricular groups and work on individual practical skills at home.	Tasks and examples are provided during each topic (approx. every half term) related to additional listening, musical practicals and extra-curricular opportunities. Parents are informed of these opportunities via the arts bulletin, email and letters home.
Art & Design	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are optional and available to all. Students are informed at the start of each term.	These clubs are optional and available to all. Students are informed at the start of each term.
Drama	These tasks are entirely optional and intended as helpful suggestions for how students might extend themselves in preparation for practical assessments. They are designed to encourage	Where appropriate, these tasks are entirely optional and intended as helpful suggestions for how students might prepare for a practical assessment. They are designed to encourage	Practical tasks are mostly differentiated by outcome, and extension work is built in to these. These PREP extension tasks are entirely optional but provide an opportunity for	These tasks are entirely optional and are designed to encourage independent enquiry and learning in Drama. We would like students to consider and extend their involvement in Drama and the

	independent enquiry and learning in Drama.	independent enquiry and learning in Drama.	students to further develop their evaluative and reflective skills. They are designed to encourage independent enquiry and learning in Drama. Students are also encourage to extend the boundaries of their learning by getting involved in the extra-curricular drama opportunities offered by the Youth Theatre.	dramatic process beyond the timetabled curriculum. Students and parents are made aware of such opportunities via the arts bulletin, emails and letters home. Students are encouraged to see as much live theatre locally, as possible.
Physical Education	Students will be informed by the teacher on what Physical Education Kit is required for each lesson.	Students are encouraged to view the Physical Education Timetable and join an after-school club.	These tasks are set on an individual basis during after – school fixtures/events.	These tasks are optional and are linked to all lessons/afterschool activities. They will be regularly reinforced by the Physical Education staff.

Design & Enterprise: Home Learning & Assessment Policy Summary

Health & Wellbeing Year 7 CD/HSC Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Year 7 Health and Wellbeing (half a year)	Plan Make Evaluate A piece of media to promote Healthy Living to young children Aut 2	Bringing in packaging to use in lesson, bringing in things for their presentation	Mini skills assessment – revise for using their Health and Wellbeing booklet	Peer assessment of final presentations Researching school clubs to join to put into practice 'being healthy'	Playing sports and cooking at home
Year 8 Child Development/Health and Social Care (half a year)	Plan Make Evaluate A page from a Children's book Aut 1 Plan Make Evaluate 'Things Happen' Life events of someone you know and their effect Aut 2	Bringing in examples of children's books from home Research a family member/famous person and collect photos and pictures to use in project	Book mini test – read children's books we have covered in preparation, use Child Dev booklet	Peer assessment of final page created Use their books with children at home and get opinions of the book to add to their evaluation Peer assessment of final piece Presentation of their final piece to the person it is on and opinions added to evaluation	Reading children's books to children in their family at home. Talking to family members about their life events

Design & Enterprise: Home Learning & Assessment Policy Summary

Design Technology Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
<p>Resistant Materials 1) Acrylic 2) Wood (12/13 weeks)</p> <p>2018-19 Product Design (PD) Engineering (Eng) Construction (Con)</p>	<p>Assessing</p> <ul style="list-style-type: none"> - Knowledge - Understanding - Planning - Making - Evaluation <p>Through</p> <ul style="list-style-type: none"> - Questioning (Direct) - Written questions - Self-assessment - Peer assessment - Grading of product <p>Timing of assessment Semester 1 – Sept to Feb Semester 2 – Feb to June</p> <p><i>Three different Year 8 projects will be manufactured across the three subject areas. Project decisions and briefs in 2016-17 (semester 2) will be used to trial new ideas for the 2017-18 KS4 taster projects.</i></p>	<p>Nightlight (D&T) Research into existing Acrylic Lamps or nightlight artefacts, products. Produce an accurate CAD drawing, to dimension (1:1 scale), of your final model Work on a final idea. Make sure is technically well drawn and explore colour.</p> <p>Bridge & Tiled Trivet (Con) Health and safety within a workshop poster. Students to consider and highlight potential risks when working in Technology</p> <p>PhoneHolder (Eng) Shape design ideas for the top and base of phone holder</p>	<p>NightLight (D&T) Add annotation and analysis to explain the final idea.</p> <p>Bridge & Tiled Trivet (Con) Students to look at a variety of materials and compare each of their properties.</p> <p>Phone Holder (Eng) Sequence of make on how to finish an edge. Students to explain each stage of the process</p>	<p>Nightlight (D&T) Complete final CAD drawing. Attend catch up sessions or the PD after school club if necessary. Create a poster for the 'Wall of Fame' in B4. Only the best two will be exhibited.</p> <p>Bridge & Tiled Trivet (Con) Students to research alternative processes which could be used to manufacture their product. To be aware of risk assessment for each process.</p> <p>Phone Holder (Eng) Laser cut design prep for lessons using CAD (2D Design)</p>	<p>Nightlight (D&T) Work out interesting and creative light solutions. Look at producing jigs/templates that will allow you to change the flat pieces of Acrylic into interesting 3D forms.</p> <p>Bridge & Tiled Trivet (Con) Students to use a variety of materials to build a tall tower, suggested materials are spaghetti, jelly babies and marshmallows. Take pictures of towers and add to booklet.</p> <p>Phone Holder (Eng) Evaluation including new design ideas for photo holder</p>

Design & Enterprise: Home Learning & Assessment Policy Summary

<p>Electronics (5/6 weeks)</p> <p>2018-19 Engineering Product Design</p>	<p>Assessing</p> <ul style="list-style-type: none"> - Knowledge - Understanding - Planning - Making - Evaluation <p>Through</p> <ul style="list-style-type: none"> - Questioning (Direct) - Written questions - Self-assessment - Peer assessment - Grading of product <p>Timing of assessment</p> <p>Semester 1 – Sept to Feb Semester 2 – Feb to June</p> <p><i>Year 8 students in Product Design and Engineering will undertake the new Electronics LDR project. Construction students will only manufacture the calendar project</i></p>	<p>Product Research</p> <p>Students to choose an electronic product which they feel has changed the world we live in. The selected product should be new and be not any older than 5 years.</p> <p>(2 weeks)</p>	<p>Resistors</p> <p>Students continue to extend their knowledge of resistors by completing a color wheel. The completed homework task will be used in future lessons.</p>	<p>Soldering</p> <p>Students to produce a sequence of make to show how to solder a through mounted joint successfully. The completed task should help new Year 7 students in future groups to solder correctly.</p>	<p>Problem Solving</p> <p>Create and devise a need for the completed LDR circuit. Students will be encouraged to show imagination and creative thinking to solve a problem using their new electronics project. Students will be given an open brief and will be encouraged to show iterative thinking when formulating an idea.</p>
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English: Home Learning & Assessment Policy Summary

English Year 8					
Topic	Assessment	Preparation	Revision	Extension - Optional	Play - Optional
Dystopian Writing (Autumn 1)	Creative writing skills	Using Adventurous Verbs (Task 2) Dystopian Story Planning (Task 4) Identifying Key Quotes (Task 6)	Homophones (Task 1) Working with Clauses (Task 3) Spelling Practice (Task 5)	Read a dystopian novel from the supplied reading list and write a book review.	Create an illustrated comic strip for a graphic novel version of something you have read this term.
Class Novel (Autumn 2)	Character/ theme analysis	<i>A Monster Calls</i> : Looking at Verbs (Task 7)	Developing Adverbs (Task 8) Apostrophes for Contraction and Possession (Task 9) More Spelling Practice (Task 10) Changing Word Order (Task 11) Understanding Adverbs (Task 12)	Rewrite an episode from a novel as a play script. Write your own poetry inspired by your reading.	Design an original book cover or film poster for <i>A Monster Calls</i> or another novel of your choice.

Humanities: Home Learning & Assessment Policy Summary

Ethics Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Module 1: CHRISTIANITY	Interim Autumn 1	Research a Christian role model that is not one we have studied in the lesson.	Complete revision grid given by teacher	Watch https://www.youtube.com/watch?v=AR76IKQGO0Y on the beatification of Oscar Romeo.	Design a stained glass window in memory of one of the Christian role models studied.
Module 2: BUDDHISM	Interim Spring 1	Find out: 1) Who is the Dalai Lama? 2) Why doesn't he live in Tibet? 3) How does he help the Tibetan culture live on?	Complete revision grid given by teacher	Watch the story of the Little Buddha on youtube: https://www.youtube.com/watch?v=VNDvkf-O6F8 Make notes on the Buddhist teachings and philosophies.	Design a poster on a Buddhist belief or philosophy of your choice, e.g. the 3 Poisons, the 8-fold path, rebirth.
Module 3: RELIGION & MEDIA	Interim Summer 1	Find a newspaper article on a religion or about a religious person. Prepare to share with the class.	Complete revision grid given by teacher.	Research 9/11 and how Muslims were presented in the media after it happened. How were they treated as a result?	Watch clips of the Vicar of Dibley and Rev. How does the media present Christianity?

Food: Home Learning & Assessment Policy Summary

Food & Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Year 7 Food (17 lessons) Topic - Starting to cook	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 3 – fruit salad Week 5 – pasta/rice salad Week 7 – flapjack Week 9 – rock cakes/salads Week 11 – ragu sauce Week 13 – fruit crumble Week 15 - pizza toasts	Getting feedback practical work of the following dishes using the guidance question sheet provided: Due week 3 – fruit salad Due week 5 – pasta/rice salad Due week 7 – flapjack Due week 9 – rock cakes/salads Due week 11 – ragu sauce Due week 13 – fruit crumble Due week 15 - Pizza toasts	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 8 Food (17 lessons) Topic - Developing skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Sweet potato and chilli Week 4 – Dutch apple cake Week 6 – macaroni cheese Week 8 – Bolognese sauce Week 10 – pizza swirls Week 12 – Swavesey Curry Week 14 – Chocolate sponge	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Sweet potato and chilli Due week 4 – Dutch apple cake Due week 6 – macaroni cheese Due week 8 – Bolognese sauce Due week 10 – pizza swirls Due week 12 – Swavesey Curry Due week 14 – Chocolate sponge	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 9 Food (7 lessons) Topic - Refining your skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Tortillas wraps Week 4 – cheesecake Week 6 – pastry dish	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Tortillas wraps Due week 4 – cheesecake Due week 6 – pastry dish	Revision for end of unit test in week 7 (if provided for in rotation)	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef

MFL: Home Learning & Assessment Policy Summary

French Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Module 1 T'es branché (e)?	Autumn 1: End of Module Formal Assessment in Listening & Speaking. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Doodle activities : Media To be determined on half termly basis. Toolkit: Module 1	Record a short tv / film review in French and email it as an MP3 to your teacher Mary Glasgow magazine subscription J'aime lire series of books from MFL office	Sing to the Future: Language Beatz Read a French childrens' book http://www.childrensbookforever.com/childrenpages/French.html Languages Challenge as part of the Children's University
Module 2: Paris, Je t'adore	Autumn 2: End of Module Formal Assessment in Reading & Writing Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Doodle activities : Getting around To be determined on half termly basis. Toolkit: Module 2	Use google maps to create a PowerPoint around a French touristic town including and street view and record an accompanying audio. Presentation. Mary Glasgow magazine subscription	Sing to the Future: Language Beatz Languages Challenge as part of the Children's University

Module 3: Mon identité	Spring 1: End of Module Formal Assessment in Listening & Speaking. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Doodle: going out To be determined on half termly basis. Toolkit: Module 3	Download an app rom http://digitalfilms.com/index.php and create a dialogue on going out. Design your favourite outfit J'aime lire series of books from MFL office	Sing to the Future: Language Beatz Read a French childrens' book http://www.childrensbookforever.com/childrenpages/French.html Languages Challenge as part of the Children's University
Module 4: Chez moi, Chez toi	Spring 2: End of Module Formal Assessment in Reading & Writing Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Doodle activities : House and where you live To be determined on half termly basis. Toolkit: Module 4	Create a new menu for the school canteen and upload to VLE Mary Glasgow magazine subscription J'aime lire series of books from MFL office	Sing to the Future: Language Beatz Languages Challenge as part of the Children's University

Module 5: Quel talent!	Summer 1: End of Module Formal Assessment in Listening & Speaking. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Doodle activities: Making plans To be determined on half termly basis. Toolkit: Module 5	Create a holiday brochure and upload to the blog Mary Glasgow magazine subscription J'aime lire series of books from MFL office	Sing to the Future: Language Beatz Read a French childrens' book http://www.childrensbookforever.com/childrenpages/French.html Languages Challenge as part of the Children's University
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Grammar focus Film project	Summer 2: End of Module Summative Grammar Assessment Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly Languagesonline.org Present tense Perfect tense Near future tense Conditional tense	Doodle activities: Grammar/tenses	Create a grammar wheel on all the tenses Mary Glasgow magazine subscription J'aime lire series of books from MFL office	Sing to the Future: Language Beatz Languages Challenge as part of the Children's University

Humanities: Home Learning & Assessment Policy Summary

Geography Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
International Crime	20 question test on International crime topic	Read the local newspapers and bring in stories about crime	Complete concept map to revise the topic. Use their notes from their Geography books to revise for 10 mark test on the issue of piracy, cocaine and heroin.	Research stories in the news about crime in different countries.	
What are the physical and human characteristics of Madagascar?	Essay to answer the question on "What is the greatest challenge"?	Research 10 facts about Madagascar	Complete concept map to revise the topic. Revise for the Madagascan spelling test from the list of 20 spellings that will be stuck into your child's book	Read the bbc bite size section on tropical rainforests: http://www.bbc.co.uk/education/guides/zpmb9q/revision	Research Madagascar. A choice to present it as a radio broadcast, list of facts or presentation

<p>How can we protect coasts from erosion?</p>	<p>Students to produce a shoreline management plan for a coastline</p>	<p>Read the bbc bitesize coast section: http://www.bbc.co.uk/education/guides/zmwxsbk/revision/1</p>	<p>Complete concept map to revise the topic. Complete bbc bite size 10 test: http://www.bbc.co.uk/education/guides/zmwxsbk/_test</p>	<p>Visit a coast line in the UK and take a picture of the coastal geography- discuss with your teacher what you have seen.</p>	
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MFL: Home Learning & Assessment Policy Summary

German Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Unit 1: Meine Welt und ich	Autumn 1: End of Unit Formal Assessment in Listening and Speaking	Vocabulary Learning – Toolkit Kapitel 1 Activelearn Kapitel 1	Activelearn Listening and Reading activities Doddlelearn: Activities as set by class teacher	Adapt Alle meine Farben (see Play) to create your own song using colours and jobs in German	Read a child's book in German: Alle meine Farben http://www.childrensbookforever.com/childrenpages/toddler.html N.B Dictionary needed Subscribe to Mary Glasgow German magazine
Unit 2: Familie und Tiere	Autumn 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning – Toolkit Kapitel 2 Activelearn Kapitel 2	Activelearn Listening and Reading activities Doddlelearn: Activities as set by class teacher	Create a powerpoint entitled Meine Familie und meine Haustiere On your family and pets	Watch and sing along to children's songs in German on Youtube https://www.youtube.com/watch?v=i6r0sLmBB8A Subscribe to Mary Glasgow German magazine
Unit 3: Freizeit – juhu!	Spring 1: End of Unit Formal Assessment in Listening and Speaking	Vocabulary Learning – Toolkit Kapitel 3 Active Learn Kapitel 3	Activelearn Listening and Reading activities Doddlelearn: Activities as set by class teacher	Create a mini-presentation about a famous sportsman/woman using powerpoint	Routes into Languages Sing to the Future: Language Beat Competition Subscribe to Mary Glasgow German magazine

Unit 4: Schule ist klasse!	Spring 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning – Active Learn Kapitel 4	Activelearn Listening and Reading Activities Doddlelearn: Activities as set by class teacher	Write a film review on a film or cartoon watched in German	Routes into Languages: Language from Film Subscribe to Mary Glasgow German magazine
Unit 5: Gute Reise!	Summer 1: End of Unit Formal Assessment in Listening and Speaking	Vocabulary Learning – Toolkit Kapitel 5 Activelearn Kapitel 5	Activelearn Listening and Reading activities Doddlelearn: Activities as set by class teacher	Doddlelearn: Zu Hause 4 Part 3 Use the example on Slide 4 to design a poster/brochure to attract tourists to your town.	Watch and sing along to children’s songs in German on Youtube https://www.youtube.com/watch?v=j6r0sLmBB8A Subscribe to Mary Glasgow German magazine
Stimmt 2, Unit 1: Ich liebe Ferien	Summer 2: End of Unit Formal Assessment in Reading and Writing	Vocabulary Learning – Toolkit Kapitel 1 Activelearn Kapitel 1	Activelearn Listening and Reading activities Doddlelearn: Activities as set by class teacher	Write your own detailed weather forecast and present it using powerpoint to the class. Create a holiday album of your last Summer holidays either on powerpoint or as a hard copy with photos and description of what you did.	Routes into Languages: Language from Film Subscribe to Mary Glasgow German magazine

Design & Enterprise: Home Learning & Assessment Policy Summary

Hair Ks3					
Year Group	Assessment	Preparation	Revision	Extension	Play
Ks3		<p>These practical tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They write the assessment date in their planners.</p>	<p>The tasks are set at the end of the lesson as a plenary, giving students plenty of opportunity to practice and learn about their chosen style. Pupils use this as a guide for their assessment PowerPoint. They are shown written examples of previous student work to get an idea of the grading criteria. PASS MERIT DISTINCTION</p>	<p>Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home. I encourage students to prepare themselves by having a look at www.habia.org and visiting other recommend sites.</p>	<p>These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas. They will use text books and the internet to learn as much as they can about technique and application.</p>

Humanities: Home Learning & Assessment Policy Summary

History Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
British Empire	September How should we remember the British Empire?		Use this revision guide that covers the British Empire through time. http://www.bbc.co.uk/education/guides/zf7fr82/revision	Research the story of different colonies in the empire <ul style="list-style-type: none"> • India • Australia Canada	Watch a YouTube clip of Gandhi's salt march. https://www.youtube.com/watch?v=WW3uk95V_Ges
Slavery	December Why was slavery abolished?	Find out about 2 of these slavery campaigners <ul style="list-style-type: none"> • John Newton • William Wilberforce • Olaudah Equiano Toussaint L'Ouverture	Use the Triangle of Slavery interactive resource on Doodle	Prepare an argument as to which SVC House has the most significant name	Watch the movie 'Amazing Grace' about William Wilberforce.

First World War	January How did the fighting change on the Western Front?	Find out what your relatives did in WW1 to share with class.	Use class table to revise the tactics and technology used on the Western Front for assessment	Doddle Quiz on WW1 https://www.doddlelearn.co.uk/app/teacher/content/295007	Watch Crash Course and see how much makes sense https://www.youtube.com/watch?v=XPZQ0LAIR4&list=PL-4CPsYQs5Ez88V573
Rise of the Nazis	April Why did ordinary Germans vote for the Nazis?	Research the key events in the early life of Hitler	Re-do activity to compare individual and local reasons why peoples started supporting the Nazis	Find out about the lives of other European dictators	
Second World War	June Why did the Allies win the Second World War?	Complete 'steps to war' challenge. Paper copy to be given out by teacher.	Complete 'turning points' revision activity. Paper copy to be given out by teacher.	Doddle Quiz on WW2	Watch Crash Course about WW2: https://www.youtube.com/watch?v=Q78COTwT7nE
The Holocaust	July Why is the Holocaust historically significant?	Write a paragraph explaining the history of Anti-Semitism	End of year revision task. Paper copy to be given out by teacher.	Independent research on the Nuremburg trials	

ICT & Computing Year 8

Topic	Assessment	Preparation	Revision	Extension	Play
Autumn 1 – Graphics	To complete a graphics project in photoshop that matches the skills taught	Look at videos on youtube or look at https://helpx.adobe.com/uk/photoshop/tutorials.html . Students will have to remote into their desktop in order to access Photoshop if not available at home. Also Investigate books in library			
Autumn 2 – Further Programming	To complete a programming brief that matches with the additional skills taught	www.codecombat.com www.codecademy.com or https://wiki.python.org/moin/BeginnersGuide/Programmers or investigate books in library. More of a focus on wider skills, loops, arrays and lists, writing pseudocode & putting together more substantial projects.			
Spring 1 – Graphics Further	To complete a graphics project using other software such as illustrator that matches the skills taught	Look at videos on youtube or look at https://helpx.adobe.com/uk/support/illustrator.html Students will have to remote into their desktop in order to access Illustrator if not available at home. Also Investigate books in library			
Spring 2 – GCSE Ready/Office Skills	To complete mini projects using Office Skills that could be used in a cross curricular environment	Revision from For PowerPoint complete some exercises from https://edu.gcfglobal.org/en/powerpoint2016/ For Spreadsheet Exercises look at https://edu.gcfglobal.org/en/excel2016/ and for Word exercises look at https://edu.gcfglobal.org/en/word2016/			
Summer 1 - GCSE Ready/Office Skills	To complete mini projects using Office Skills that could be used in a cross curricular environment				
Summer 2- Games Design	To master the basics of game design either in Scratch or Unity depending on skill levels.	For Scratch: https://scratch.mit.edu/help/videos/	For Unity: https://unity3d.com/learn/tutorials/topics/scripting/coding-unity-absolute-beginner		

Maths: Home Learning & Assessment Policy Summary

Maths Year 8 Autumn Term					
Topic	Assessment	Preparation	Revision	Extension	Play
1: Algebraic Notation and Collecting Like Terms 3 weeks	Basics of Algebra W/B: 9 th Oct	Try some algebra puzzles using this game: http://www.mathplayground.com/algebraic_reasoning.html	Homework Tasks: Algebraic Notation and Forming Expressions, pages 6 and 7 – due approx. 19 th Sep Collecting Like Terms and Simplifying, pages 12 and 13 – due approx. 26 th Sep	Challenge questions on each homework task.	Practise your times tables using times table rockstars. https://www.trockstars.com/
2: Expanding Brackets and Factorising 2 weeks	Basics of Algebra W/B: 9 th Oct		Homework Tasks: Expanding and Factorising, pages 26 and 27 – due approx. 17 th Oct	Challenge questions on each homework task.	
3: Substitution 1 week	Equations and Rearranging W/B: 11 th Dec	Remember your square numbers with this song: https://www.youtube.com/watch?v=ITAwXjld4_E	Homework Tasks: Substitution, pages 32 and 33 – due approx. 1 st Nov	Challenge questions on each homework task.	Practise your solving equations using this space mission game: http://www.mathplayground.com/shuttle_mission_math/shuttle_mission_math_game.html
4: Solving Equations 3 weeks	Equations and Rearranging W/B: 11 th Dec	Can you solve these equations by balancing the scales? http://flashmaths.co.uk/viewFlash.php?id=26	Homework Tasks: Solving Linear Equations, pages 42 and 43 – due approx. 28 th Nov	Challenge questions on each homework task.	Practise your algebra skills: https://campus.mangahigh.com/en-gb/games/algebrameltdown and

					http://www.mathplayground.com/AlgebraEquations.html
5: Rearranging Formulae 1 week	Equations and Rearranging W/B: 11 th Dec		Homework Tasks: Rearranging Formulae, pages 50 and 51 – due approx. 12 th Dec	Challenge questions on each homework task.	Try some algebra puzzles using this game: http://www.mathplayground.com/algebraic_reasoning.html

*All homework tasks are printed after each topic in the classwork book. Due date is approximate, dependent on day of lesson. Class teacher will communicate this to students.

Physical Education: Home Learning & Assessment Policy Summary

Physical Education Key Stage 3					
Topic	Assessment	Preparation (lesson)	Revision (club)	Extension (after-school fixtures)	Play (external)
<i>Practical Performance Reflecting/Coaching</i>	All Physical Education activities (e.g. rugby, netball, football, badminton, basketball, tennis, rounders, hockey).	Ensuring your child has correct kit for <u>every</u> Physical Education lesson.	To refine skills, techniques and tactics in after-school clubs. <i>Please see our Physical Education extra-curricular clubs timetable advertised over the page.</i>	To refine skills, techniques and tactics in a competitive game for the school.	To join and play for a local club/team. Tell the Physical Education Department about success for the "Sports Bulletin".
<i>Leadership/Officiating</i>	ABC's (Ability, Balance and Coordination) Outdoor Adventurous Activities Leadership Lessons Refereeing/umpiring within competitive sport.	Students will still need Physical Education kit if ill or injured as they will still take an active role in the lesson. E.g. as an official or analyst.	To offer ideas and be able to lead a small basic warm up within a team or with a partner.	To help support the Swavesey Village College Open Evening, Swavesey Half Marathon or local community sport events.	For general sporting information including coaching tips go to the following website - www.bbc.co.uk/sport (then find Sports Academy).
<i>Health, Physical Activity and Wellbeing</i>	Exercising safely and effectively to improve health and wellbeing (e.g. fitness and health activities).	To give 100% throughout each activity/lesson.	To encourage your child to join extra-curricular Physical Education clubs, to help improve their overall health and fitness and attainment grade.		To encourage a physically active lifestyle with friends and family. Can you exercise on a daily basis?

SCIENCE: Home Learning & Assessment Policy Summary

Science Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Forces- Contact forces and pressure	Forces – End of unit test	https://www.bbc.com/bitesize/guides/zttfyrd/revision/1 https://www.bbc.com/bitesize/guides/zsbgk7/revision/1	Doddle mini-quiz: 1. Pressure 2. What type of force is involved (interactive).	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Measure a balloon, put it in the freezer for a few hours and re-measure it, can you explain the change in size?
Electromagnets – magnetism and electromagnetism	Electromagnets – End of unit test	https://www.bbc.com/bitesize/topics/zrvbkqt	Doddle mini-quiz: 1. Electromagnets 2. Magnetism	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Place a toy car or something metal on top of a table and see if you can move it with a magnet from below.
Energy – Work and heating and cooling	Energy – End of unit test	https://www.bbc.com/bitesize/guides/z99jq6f/revision/5	Doddle mini-quiz: 1. Heating and cooling 2. Simple machines	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Ask someone at home to try and open a door by only touching the door 6 inches from the hinge. Now try it 12 inches and then 18 inches. What do you notice?
Waves (1) - Sound and light.	Waves (1) – End of unit test	http://www.bbc.co.uk/bitesize/ks3/science/energy_transfer_storage/revision/4/	Doddle mini-quiz: 1. Light waves 2. Eyes and cameras 3. Refraction 4. What is sound? 5. The speed of sound	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Make a “cup phone” from two cups and a piece of string. Make a periscope

SCIENCE: Home Learning & Assessment Policy Summary

Waves – (2) Wave effects and wave properties.	Waves – (2) – End of unit test	https://www.bbc.com/bitesize/topics/zw982hv	Doddle mini-quiz: 1. Introducing waves	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Using a slinky move it backwards and forwards to model longitudinal waves and side to side for transverse waves. Can you put it at the top of the stairs and make it walk down?
Matter – Periodic table and elements.	Matter – End of unit test	https://www.bbc.com/bitesize/guides/z84wjxs/revision/1	Doddle mini-quiz: 1. Atoms and Elements 2. Elements and compounds 3. Naming compounds 4. Symbols for elements	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Sort sweets and chocolates into elements, compounds and mixtures. If you have 2 different chocolates, heat them to make a compound!
Reactions – Chemical energy and types of reactions.	Reactions – End of unit test	https://www.bbc.com/bitesize/guides/zqd2mp3/revision/1	Doddle mini-quiz: 1. Types of chemical reactions 2. Introducing Chemical reactions	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Put some milk in a saucer. Add a tiny drop of food coloring to the middle. Then, very carefully, add a tiny drop of washing liquid. Observe what happens. Is this a chemical reaction?
Earth – Climate and Earth resources	Earth – End of unit test	https://www.bbc.com/bitesize/guides/zysb/gk7/revision/1	Doddle mini-quiz: 1. Earth's atmosphere. 2. Earth's structure and composition. 3. Earth's resources.	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	

Organisms – Breathing and digestion	Organisms – End of unit test	https://www.bbc.com/bitesize/guides/z9pv34j/revision/1 https://www.bbc.com/bitesize/clips/zvsjxnb	Doddle mini-quiz: 1. Digestion 2. Breathing	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Out of plasticize make a human body featuring all the systems
Ecosystems – Respiration and photosynthesis	Ecosystems – End of unit test	https://www.bbc.com/bitesize/guides/zq349j6/revision/2 https://www.bbc.com/bitesize/guides/zpwmxnb/revision/1	Doddle mini-quiz: 1. Respiration 2. photosynthesis	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Place some cotton wool on a saucer and add some water. Sprinkle some cress seeds on it. Place the saucer on the windowsill. Do this all again but place it in a dark cupboard. What do you think you will observe?
Genes – Evolution and inheritance	Genes – End of unit test	https://www.bbc.com/bitesize/guides/zw9jq6f/revision/1	Doddle mini-quiz: 1. Biodiversity 2. Environmental change	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Go to the Natural History museum in London and read all about what happened to the

Spanish: Home Learning & Assessment Policy Summary

Key stage 3 Spanish Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Module 1: Mi vida	Autumn 1: End of Unit Formal Assessment in Listening and Speaking. Weekly vocabulary/grammar test	Active Learn Toolkit	Doodle activities : To be determined on half termly basis.	Write about your ideal pet/ an endangered animal	Spelling Bee Round 1a Read a Spanish childrens' book http://www.childrensbooksforever.com/childrenpages/Spanish.htm Languages Challenge as part of the Children's University Mary Glasgow Magazine subscription
Module 2: Mi tiempo libre	Autumn 2: End of Unit Formal Assessment in Reading and Writing Weekly vocabulary/grammar test	Active Learn Toolkit	Doodle activities : To be determined on half termly basis.	Learn about Christmas in Spain- write an acrostic poem about Navidad/create a Spanish Christmas calendar	Spelling Bee Round 1a Read a Spanish childrens' book http://www.childrensbooksforever.com/childrenpages/Spanish.htm Languages Challenge as part of the Children's University Mary Glasgow Magazine subscription
Module 3: Mi Insti	Spring 1: End of Unit Formal Assessment in Listening and Speaking. Weekly vocabulary/grammar test	Active Learn Toolkit	Doodle activities: To be determined on half termly basis.	Create a new menu for the school canteen and upload to VLE	Spelling Bee 2a Sing to the Future: Language Beatz Languages Challenge as part of the Children's University Mary Glasgow Magazine subscription https://www.youtube.com/watch?v=TxWugQUw2us Listen to the rap

					Read some poems based on school life http://www.pacomova.es/principales/el_colegio.htm
Module 4: Mi familia y mis amigos	Spring 2: End of Unit Formal Assessment in Reading and Writing. Weekly vocabulary/grammar test	Active Learn Toolkit	Doddle : To be determined on half termly basis.	Create a vlog in Spanish about your family and upload to VLE	Spelling Bee 2b Sing to the Future: Language Beatz Languages Challenge as part of the Children's University Mary Glasgow Magazine subscription

Module 5: Mi ciudad	Summer 1: End of Unit Formal Assessment in Listening & Speaking. Weekly vocabulary/grammar test	Active Learn Toolkit	Doddle : To be determined on half termly basis.	Use google maps to create a powerpoint around a Spanish town including maps and street view and record an accompanying audio presentation	2 Spelling Bee 3b http://www.fodev.com/generator/newspaper/snippet.asp create a newspaper front page about your town Languages Challenge as part of the Children's University Mary Glasgow Magazine subscription
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VIVA 2 Module 1: Mis vacaciones	Summer 2: End of Unit No formal assessment due to brevity of Half Term prior to Enrichment Week and beginning of new school year timetable. Students should be able to form the PRETERITE by the end of formal Year 8 teaching	Active Learn Toolkit	Doddle activities To be determined on half termly basis.	Create a quiz for your Spanish class on the topic of Holidays	Year 9 Transbee Tune in to a Spanish radio station http://www.listenlive.eu/spain.html Mary Glasgow subscription
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Music: Home Learning & Assessment Policy Summary

Music Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
1. Scales I (chromatic whole-tone)	<u>Autumn 1:</u> Whole tone practical; Whole tone assessment	Playing & notating chromatic, whole tone & pentatonic scales	Keywords in notebook; Order on keyboard	Notating melodies; Impressionism (music & art)	Playing melodies by ear; Vocalising use of whole tone; Film music
2. Scales II {pentatonic}	<u>Autumn 2:</u> Pentatonic practicals x2; Pentatonic assessment; Pentatonic notation	Notation (dotted rhythms, use of accidentals); Folk idioms	Style identification: Folk music; Key terms	Additional penta song writing; 'Rudolph'	Listen to Debussy, Satie; Folk music of British isles
3. Scales III {major, minor}	<u>Spring 1:</u> Taverner listening exercise; Major/minor tes;t Scales evaluation	Major & minor notation; Listening exercises; Further songs	Recap of key signatures up to 3 sharps, 3 flats	Further major/minor identification	Additional major/minor songs to play and/or sing; Choral works for 3rds
4. Blues {3-chord trick}	<u>Spring 2:</u> Blues song; Blues evaluation	Blues history & context; Vocal & listening exercises	3-chord trick in C; Blues scale in C	Extension of 12-bar blues to include scat, improvisation	Blues song: Robert Johnson, Eric Clapton
5. Song-writing	<u>Summer:</u> Song practical; Song evaluation	Popular song background & structure; Additional related chords	Chords C, G, Am, F; Verse/mid 8/chorus structure	Exploring additional chords: eg Dm, Em,/E; Vocal harmony	Assorted pop songs to examine structure, melodic shape, harmonic pattern, lyrics

Arts Faculty: Home Learning & Assessment Policy Summary

Art & Design Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Autumn Term Baseline Assessment Project	Autumn Term a Mini project 7 Lessons		Pop art mini quiz - Doodle	Arts Award Bronze/Silver Drop in sessions Thursday 8.40-9.15am. See Mrs Norton to register.	Photoshop club: Mondays 3.15-4.15 Clay Club: Wednesday 3.15-4.15 Photography club: Thursday 3.15-4.15
Autumn Term Natural World	Autumn Term b Sketchbook and final clay tile	Annotation mini quiz - Doodle	Tone mini quiz - Doodle	Arts Award Bronze/Silver Drop in sessions Thursday 8.40-9.15am. See Mrs Norton to register.	Photoshop club: Mondays 3.15-4.15 Clay Club: Wednesday 3.15-4.15 Photography club: Thursday 3.15-4.15
Spring Term Making My Mark	Spring Term Sketchbook and final painting	Watercolour mini quiz - Doodle	Mark making and texture mini quiz - Doodle	Arts Award Bronze/Silver Drop in sessions Thursday 8.40-9.15am. See Mrs Norton to register.	Photoshop club: Mondays 3.15-4.15 Clay Club: Wednesday 3.15-4.15 Photography club: Thursday 3.15-4.15

Art & Design Year 8					
Topic	Assessment	Preparation	Revision	Extension	Play
Autumn/Spring Term Portrait Traditional	Autumn/Spring Term Sketchbook and final portrait	Facial proportions interactive - Doodle	Colour theory mini quiz - Doodle	Arts Award Bronze/Silver Drop in sessions Thursday 8.40-9.15am. See Mrs Norton to register.	Photoshop club: Mondays 3.15-4.15 Clay Club: Wednesday 3.15-4.15 Photography club: Thursday 3.15-4.15
Summer Term Urban Jungle	Summer Term Sketchbook and final relief print	Composition mini quiz - Doodle	Perspective mini quiz - Doodle	Arts Award Bronze/Silver Drop in sessions Thursday 8.40-9.15am. See Mrs Norton to register.	Photoshop club: Mondays 3.15-4.15 Clay Club: Wednesday 3.15-4.15 Photography club: Thursday 3.15-4.15

Arts Faculty: Home Learning & Assessment Policy Summary

Drama Year 8					
Term/Topic	Assessment	Preparation	Revision	Extension	Play
Autumn One/Melodrama Lesson 3	Developing a character and exaggerating a key trait	Watch a pantomime, research pantomime characters and consider their key traits	n/a	Observe the public over a weekend and consider what makes a useful character trait you might emulate in future work.	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Watch a live performance.
One/Harrington Grange Final week	Use of ritual/symbol in a devised performance	Consider a ceremony you've attended – wedding, christening, religious service. Identify use of symbols/symbolic objects, symbolic or ritualistic language	n/a	Look at Greek Theatre and Latin text in order to investigate how the sound of language may help create a more archaic feel within performance.	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance
Two/Study of Text 'Our Day Out' by Willy Russell Lesson 1 / 2 Lesson 7	Scene extract Write and perform a monologue	Read the play 'Our Day Out' Make appropriate selection of extract to perform Learn the lines Group reflection on how the different characters feel as play progresses	n/a	Re-write your monologue following your performance, adding in stage directions, delivery points then film yourself delivering the monologue and watch it back.	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.
Three/Relationships: Lucy's Diary Lesson 3 and 7	Developing a stylised scene Explore mood/atmosphere across scenes	Consider how to represent the world of social media using a range of drama techniques	n/a	Watch a soap opera and note 'cliff hangers' – consider how tension is created and sustained	Swavesey Youth Theatre Arts Award Join an external drama group (e.g. YAC, Spotlight) Visit Theatre to see a live performance.