

# Planning

For

# Homework



The Thomas  
Adams School

Year 7

2008-09



## Homework Schedules

We are delighted to present to you your child's Homework Schedules for 2008-09. This is the third year that we have provided Homework Schedules for Year 7, 8 and 9 in this format and we very much hope that both parents/guardians and students will find them of considerable use. Each of the subjects taught in Year 7 has its own Homework Schedule and subjects are presented in alphabetical order for your convenience.

## Purpose

The Homework Schedules have been designed by Subject Leaders to help both parents/guardians and students to complete homework to the best of the student's ability. They are intended to provide an overview of homework for your child during the course of Year 7 and will be complemented with materials based on the School Virtual Learning Environment (VLE) available via the School's website. These materials may include guidance on specific homeworks, checklists and level descriptions for key assessments, links to useful materials and even on-line testing where appropriate.

## Key Homeworks

Via this Key Homework approach it is hoped that we have been able to enhance the homework experience for students at Thomas Adams School. Maths, French and German will set a minimum of one homework every week, although there is an option to set one additional homework per week at the discretion of the teacher. English, Science, Geography, History, RE, ICT, PE, Drama and Music have identified **Key Homeworks**. These Key Homeworks are very important, often comprising several weeks work, and will be set a minimum of six times per year per subject. Shorter homeworks, which may support or reflect on the Key Homeworks, or be stand alone pieces of work, will also be set. Due to the nature of Technology and Art, these subjects will continue to set and assess relevant homework at the discretion of the teacher. The Key Homeworks have been timetabled to avoid students having to complete several pieces of work at once. The timetable is intended to be a guide and can be found overleaf. Although specific weeks for hand in dates have been established, there may be some flexibility needed to accommodate curriculum needs or public holidays for example.

## Next Steps...

We would also like to point out that there are opportunities for your child to complete work during school time. The library is available every lunchtime for students to complete work and Room 10 is also available every lunchtime for any student who requires additional help. Moreover, many staff may be willing to offer a lunch and/or after school session on request. In addition, lunch-time and after-school study clubs will be made available to your child this year. We do hope that you find these Homework Schedules useful and would welcome your feedback. You can contact the school on enquiries@thomasadams.org.uk or on the usual telephone number (01939 237000).

# Thomas Adams School: Homework Schedule

## Year 7: Art

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b></p> <p>Graphic Design and Colour</p>	<p><b><u>Units of Work Covered:</u></b></p> <p>Personal Identity</p>	<p><b><u>Units of Work Covered:</u></b></p> <p>Built Environment/Sea and Weather</p>
<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>• 'Art Nouveau' pattern Klimt</li> <li>• letterforms using the examples of Mucha and Mackintosh</li> <li>• 'Psychadelia' revisited</li> <li>• Art deco landscape based on Clarice Cliffe</li> <li>• Travel poster</li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>• 'Mixtec' design copies</li> <li>• 'Modern' mixtec composition</li> <li>• Drawing the head proportions</li> <li>• Drawing the head caricature</li> <li>• Portrait mask in the manner of another culture e.g. Egyptian, Viking etc.</li> <li>• Room interior</li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>• Door and window studies</li> <li>• Fastenings, locks, bolts, latches</li> <li>• Cathedral composition 'west front'</li> <li>• Print block preparation</li> <li>• Old woman who lived in a shoe</li> <li>• Lowry townscape</li> <li>• Fishy business (based on Klee)</li> <li>• Stormy day/fog</li> </ul>
<p><b><u>Details of Key Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Lettering and pattern composition</li> </ul>	<p><b><u>Details of Key Assessments</u></b></p> <ul style="list-style-type: none"> <li>• 'Mixtec' or 'Egyptian' composition</li> <li>• Low relief 'portrait' – clay/papier mache</li> </ul>	<p><b><u>Details of Key Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Fastenings composition 'street style'</li> <li>• Print block/frottage based on architecture</li> </ul>
<p><b><u>Notes:</u></b></p>		

# Thomas Adams School: Homework Schedule

## Year 7: Drama

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b></p> <ol style="list-style-type: none"> <li>1. 'Changes'. A scheme designed to introduce pupils to Drama through issues and a context that they will be familiar with and to allow them to explore their anxieties about the transition to secondary school. The scheme focuses on problem solving and group work.</li> <li>2. 'Little Red Riding Hood'. This scheme challenges preconceptions and stereotypes in an aesthetically distanced but powerful context. It seeks to introduce pupils to symbolic ways of exploring issues and to encourage high levels of negotiation both in and out of role.</li> </ol>	<p><b><u>Units of Work Covered:</u></b></p> <ol style="list-style-type: none"> <li>1. 'The Haunted House'. This scheme of work unites the class in a common enquiry and encourages a more physical exploration of a narrative. It also allows pupils to explore and develop their understanding of how atmosphere and tension are created in Drama.</li> <li>2. 'What has happened to Lulu'. This scheme demonstrates how a poem can work as a stimulus for Drama and teaches pupils how to build up context and character from limited information. It also gives them enough distance to explore issues that may be affecting their own lives.</li> </ol>	<p><b><u>Units of Work Covered:</u></b></p> <ol style="list-style-type: none"> <li>1. 'The Village of Gleam'. This unit makes pupils use their previous context, character and atmosphere-building experience to create a new dramatic world from another time and culture. This scheme also explores themes of greed, oppression and selfishness through narrative, poetic and reflective devices.</li> <li>2. 'Radio Play' (cross curricular media unit). This scheme heightens pupils' awareness of Drama's involvement in various aspects of the media. It requires pupils to work together in mixed groups to write and produce their own original radio play.</li> </ol>
<p><b>KEY CONVENTIONS USED TO EXPLORE SCHEMES</b></p> <ul style="list-style-type: none"> <li>• still images</li> <li>• mime</li> <li>• thought-tracking</li> <li>• documentary with narration</li> <li>• role play</li> <li>• small group improvisation</li> <li>• large group improvisation</li> <li>• forum theatre</li> <li>• paired interview</li> <li>• tableaux monument</li> </ul>	<p><b>KEY CONVENTIONS USED TO EXPLORE SCHEMES</b></p> <ul style="list-style-type: none"> <li>• teacher in role</li> <li>• physical theatre</li> <li>• role play</li> <li>• small group improvisations</li> <li>• question in role</li> <li>• whole group improvisation</li> <li>• tableaux</li> <li>• ritual</li> <li>• time line images</li> <li>• individual mime</li> <li>• role swap</li> </ul>	<p><b>KEY CONVENTIONS USED TO EXPLORE SCHEMES</b></p> <ul style="list-style-type: none"> <li>• visualise and verbalise</li> <li>• mapping</li> <li>• guided tour</li> <li>• tableaux monument</li> <li>• change the room</li> <li>• small group improvisation</li> <li>• whole group improvisation</li> <li>• 1<sup>st</sup> person action with 3<sup>rd</sup> person narration</li> <li>• contrasting images</li> <li>• forum theatre</li> <li>• freeze frame</li> </ul>
<p><b><u>Assessment</u></b></p> <p>Pupils' assessment will be continuous rather than focusing on a particular activity and will take into account their contributions to the entire scheme of work. Pupils will receive a level for each scheme of work as well as being given regular verbal feedback and being encouraged and given time to appraise both themselves and their peers.</p>		
<p><b><u>Notes:</u></b></p> <p>Much of Drama homework will be reflective and pupils will be asked to consider and explore issues, problems and situations they have investigated in class. Homework will always be practically linked to pupils' classwork. Any written tasks will seek to either further develop pupils' understanding of their Drama or to help them to use subject-specific terminology.</p>		

# Thomas Adams School: Homework Schedule

## Year 7: English

UNIT	EN1	EN2	EN3	HOMEWORK
Language Study	A speech produced half in Standard English, half non standard	Language change shown in correspondence Examination of non standard text vs standard text		Find 10 words that have originated from other languages or influences and explain where they came from
Poetry	A presentation and analysis of their chosen poems	Critical essay based on picking out features of poetry and their effect on the audience	Collate units' work to create a poetry anthology	Write your own poem about school
Prose study	Produce an informative presentation about their chosen author	Book review	Write a passage in the style of the author of the novel	Based on the set text
Media	Give a good/evil speech to Yr 6 pupils about Thomas Adams School	How does the director use features of a horror film in A Grand Day Out?	Write an accompanying script for your storyboard	Find or create an illustration for each of the following moods: loneliness, love, anger, joy, frustration, sorrow, dread, excitement, fear, despair.
Gothic drama	Perform a scene from a gothic play to show how one of the characters was treated	Annotate an extract to identify and explain characteristics of the genre	Write the opening chapter of a gothic story	Research the time that Dracula was written. Prepare for a class presentation based on your findings
Fiction writing	A live radio broadcast from the school	Write a letter home from school A descriptive diary entry		Identify your favourite genre of novels. List 10 things you would expect to find in this genre and explain how five are illustrated in your chosen book

# Thomas Adams School: Homework Schedule

## Year 7: French

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b>            (1) Bienvenue! (2) Toi et Moi            (Welcome!) (You and me!)</p>	<p><b><u>Units of Work Covered:</u></b>            (3) Au College (4) Mes Loisirs            (School) (Leisure)</p>	<p><b><u>Units of Work Covered:</u></b>            (5) Chez Moi (6) Les Vacances            (At home) (Holidays)</p>
<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>▪ Weekly vocabulary test</li> <li>▪ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>○ written exercises</li> <li>○ dictionary skills</li> <li>○ research</li> <li>○ posters</li> <li>○ puzzles and worksheets</li> <li>○ ICT produced work</li> <li>○ drawing and labelling</li> <li>○ pronunciation practice</li> </ul> </li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>▪ Weekly vocabulary test</li> <li>▪ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>○ written exercises</li> <li>○ dictionary skills</li> <li>○ research</li> <li>○ posters</li> <li>○ puzzles and worksheets</li> <li>○ ICT produced work</li> <li>○ drawing and labelling</li> <li>○ pronunciation practice</li> </ul> </li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>▪ Weekly vocabulary test</li> <li>▪ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>○ written exercises</li> <li>○ dictionary skills</li> <li>○ research</li> <li>○ posters</li> <li>○ puzzles and worksheets</li> <li>○ ICT produced work</li> <li>○ drawing and labelling</li> <li>○ pronunciation practice</li> </ul> </li> </ul>
<p><b><u>Details of Key Assessments</u></b>            Unit 1 test (October)            Unit 2 test (December)</p>	<p><b><u>Details of Key Assessments</u></b>            Unit 3 test (February)            Unit 4 test (March/April) or Year 7 exam</p>	<p><b><u>Details of Key Assessments</u></b>            Unit 5 test (May)            Unit 6 test (July)</p>
<p><b><u>Notes:</u></b>            During the year all four language skills are tested (reading, writing, listening and speaking)            The Year 7 exam incorporates all 4 skills: listening, speaking, reading and writing.            The Year 7 exam result is a very important factor for setting groups for Year 8 but effort and progress throughout the year will also be taken into account.</p>		

# Thomas Adams School: Homework Schedule

## Year 7: Geography

Autumn Term	Spring Term	Summer Term
<b><u>Units of Work Covered:</u></b> <b><u>Maps and Landscapes</u></b>	<b><u>Units of Work Covered:</u></b> <b><u>Settlements and Economy</u></b>	<b><u>Units of Work Covered:</u></b> <b><u>Weather and Climate</u></b>
<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• <u>Location Map Test – The Continents</u></li> <li>• What is Geography?</li> <li>• Super Shropshire Maps</li> <li>• Grid References Practice</li> <li>• Contour Mapping Exercise</li> <li>• Scale drawing of rooms at home</li> <li>• Latitude and Longitude Practice</li> <li>• <u>Assessment 1: Mapskills Test</u></li> <li>• <u>Assessment 2: Manchester Enquiry Project</u></li> </ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• <u>Location Map Test – United Kingdom</u></li> <li>• What is a settlement?</li> <li>• Settlement Hierarchy</li> <li>• Urban v Rural Poem</li> <li>• Work on Settlement Shape</li> <li>• Shrewsbury as a Settlement Site</li> <li>• <u>Assessment 3: Land Use in Wem</u></li> <li>• <u>Assessment 4: Bobby the Baked Bean</u></li> </ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• <u>Location Map Test – Asia</u></li> <li>• Types of jobs: primary/secondary/tertiary</li> <li>• <u>Assessment 5: Forecasting the Weather</u></li> <li>• 3 Rainfall types and causes</li> <li>• Weather associated with a depression</li> <li>• Understanding climate zones</li> <li>• Mediterranean/Desert/Equatorial Ecosystems</li> <li>• <u>Assessment 6: Winter Travel Assessment</u></li> </ul>
<b><u>Details of Key Assessments</u></b> <u>Key Homework 1</u> – will test basic mapskills including scale, contours, grid references, compass directions and distances/routes. <u>Key Homework 2</u> – is based around a visit to different areas of Manchester to look at settlements. This enquiry project will require students to reflect on fieldwork observations and make hypothetical decisions.	<b><u>Details of Key Assessments</u></b> <u>Key Homework 3</u> – develops understanding of land use in Wem and how it relates to a basic land-use model. Work completed is based on a short visit to different areas of Wem. <u>Key Homework 4</u> – a written piece of work on the life cycle of a baked bean! It is intended to pull together all jobs involved in making baked beans and enhance understanding of primary, secondary and tertiary industries.	<b><u>Details of Key Assessments</u></b> <u>Key Homework 5</u> – students study how weather forecasts are created and requires them to produce their own forecast – often recorded onto film! <u>Key Homework 6</u> – requires students to apply their knowledge of climate and vegetation zones to develop an around-the-world holiday
<b><u>Notes:</u></b> <i>Examples of students' work for Key Assessments will be available on the Geography section of the School website along with examples of written Key Assessments – including instructions and level criteria checklists so students know what they need to do to reach a specific level. Explanation and commentary for many of the non-Key Assessment homeworks can also be found on the Geography area of the website along with links to useful additional information. Geography staff are available to help students during break, lunchtime or after school – this can be arranged between staff and students at a mutually convenient time. Please encourage your child to ask their Geography teacher if they require <u>any</u> help. Finally, we would encourage you to monitor the progress of your child in terms of Key Assessments via the record sheet inside the front cover of their Geography book.</i>		

# Thomas Adams School: Homework Schedule

## Year 7: German

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b>            (1) Hallo! (2) Die Schule            (Hello) (School)</p>	<p><b><u>Units of Work Covered:</u></b>            (3) Meine Familie (4) Freizeit            (My family) (Free time)</p>	<p><b><u>Units of Work Covered:</u></b>            (5) Zu Hause (6) In der Stadt            (At home) (In town)</p>
<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ Weekly vocabulary tests</li> <li>○ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>▪ Written exercises</li> <li>▪ Dictionary skills</li> <li>▪ Research</li> <li>▪ Posters</li> <li>▪ Puzzles and worksheets</li> <li>▪ ICT-produced work</li> <li>▪ Drawing and labelling</li> <li>▪ Pronunciation practice</li> </ul> </li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ Weekly vocabulary tests</li> <li>○ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>▪ Written exercises</li> <li>▪ Dictionary skills</li> <li>▪ Research</li> <li>▪ Posters</li> <li>▪ Puzzles and worksheets</li> <li>▪ ICT-produced work</li> <li>▪ Drawing and labelling</li> <li>▪ Pronunciation practice</li> </ul> </li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ Weekly vocabulary tests</li> <li>○ Option of one other weekly homework, for example:               <ul style="list-style-type: none"> <li>▪ Written exercises</li> <li>▪ Dictionary skills</li> <li>▪ Research</li> <li>▪ Posters</li> <li>▪ Puzzles and worksheets</li> <li>▪ ICT-produced work</li> <li>▪ Drawing and labelling</li> <li>▪ Pronunciation practice</li> </ul> </li> </ul>
<p><b><u>Details of Key Assessments</u></b></p> <p>Unit 1 test (October)            Unit 2 test (December)</p>	<p><b><u>Details of Key Assessments</u></b></p> <p>Unit 3 test (February)            Unit 4 test (March/April) or Year 7 Exam</p>	<p><b><u>Details of Key Assessments</u></b></p> <p>Unit 5 test (May)            Unit 6 test (July)</p>
<p><b><u>Notes:</u></b></p> <p>During the year all four language skills are tested (reading, writing, listening and speaking)            The Year 7 exam incorporates all four skills (listening, speaking, reading and writing)            The Year 7 exam result is a very important factor for setting groups for Year 8 but effort and progress throughout the year will also be taken into account.</p>		

# Thomas Adams School: Homework Schedule

## Year 7: History

Autumn Term	Spring Term	Summer Term
<b><u>Units of Work Covered:</u></b>  <u>The Roman Empire</u>	<b><u>Units of Work Covered:</u></b>  <u>The Roman Empire and Medieval Realms</u>	<b><u>Units of Work Covered:</u></b>  <u>Medieval Realms</u>
<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"><li>• Who were the Romans?</li><li>• Obituary of Julius Caesar</li><li>• Roman soldier's diary</li><li>• Research tasks</li><li>• Spelling tests</li></ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"><li>• Why did the Roman Empire collapse?</li><li>• Roman Legacy</li><li>• Who should be the next King of England?</li><li>• Why did William win?</li><li>• Research tasks</li><li>• Spelling tests</li></ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"><li>• Castles</li><li>• The Feudal System</li><li>• The Black Death</li><li>• Research tasks</li><li>• Spelling tests</li></ul>
<b><u>Details of Key Assessments</u></b>  Empathy: to write a letter from the viewpoint of a Roman soldier	<b><u>Details of Key Assessments</u></b>  Analysis: Why did William win the Battle of Hastings?	<b><u>Details of Key Assessments</u></b>  Interpretation: 'The Black Death was an Act of God'. Do you agree?
<b><u>Notes:</u></b>		

# Thomas Adams School: Homework Schedule

## Year 7: ICT

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b></p> <p>Using ICT – About Me Leaflet</p> <p>E-mail – Using the Learning Platform</p> <p>Flash Animation</p>	<p><b><u>Units of Work Covered:</u></b></p> <p>Video Editing</p> <p>Databases – Storing and Sorting Information</p>	<p><b><u>Units of Work Covered:</u></b></p> <p>Introduction to Modelling with Excel</p> <p>E-Safety and Communications</p>
<p><b><u>Homework Outline:</u></b></p> <p>Create Hand-Drawn Leaflet Plan</p> <p>Explanation of the Uses of the Learning Platform Submitted as an E-mail to pupils teacher</p> <p>Create Storyboard for Flash Animation</p> <p>Revise Keywords for Units</p>	<p><b><u>Homework Outline:</u></b></p> <p>Movie Plan for Video Editing Unit</p> <p>Complete Video Editing Evaluation</p> <p>Complete Database Evaluation</p> <p>Revise Keyword for Units</p>	<p><b><u>Homework Outline:</u></b></p> <p>Complete Evaluation for Modelling Unit</p> <p>Create a Poster on E-Safety</p> <p>Revise Keywords for Units</p>

# Thomas Adams School: Homework Schedule

## Year 7: Lifestyle

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b></p> <p><b>Starting Out</b></p> <ul style="list-style-type: none"> <li>• Course components</li> <li>• Ground rules</li> <li>• Support networks</li> <li>• Thinking skills</li> <li>• Achievement *</li> <li>• Rules *</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Aspects</li> <li>• Bullying</li> <li>• Communication</li> <li>• Coping with situations</li> </ul>	<p><b><u>Units of Work Covered:</u></b></p> <ul style="list-style-type: none"> <li>• 'Make it real' game *</li> </ul> <p>A citizenship / careers programme involving students in a range of 'real life' activities that may require research and support from home</p> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Steps</li> <li>• Right or wrong</li> </ul> <p><b>Study Skills</b></p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Revision basics</li> </ul>	<p><b><u>Units of Work Covered:</u></b></p> <p><b>Smoking and solvents</b></p> <ul style="list-style-type: none"> <li>• Risk</li> <li>• Why smoke?</li> <li>• Pressure</li> <li>• Persuasion</li> <li>• The tobacco trade</li> <li>• Misuse of volatile substances</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• What is media?</li> <li>• Personal and group consumption *</li> <li>• Organisations</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Danger awareness</li> </ul>

**Notes:**

Lifestyle will not have regular homeworks but students will be expected to undertake various research assignments and assessments that will require work to be completed at home. Those marked with \* are particularly likely to involve work outside the classroom. Assessment is primarily carried out within the lessons and is often based on personal evaluation and self- and peer assessment as the lessons are concerned with skills, attitudes and values as much as knowledge and understanding.

# Thomas Adams School: Homework Schedule

## Year 7: Mathematics

### Notes:

The year seven syllabus is essentially the Framework for Mathematics common to all schools in the country. We study Algebra, Number, Shape and Space and Handling Data and various aspects of these four disciplines are studied throughout the year. The emphasis in Primary Schools recently has been on improving problem-solving techniques in mathematics and we would like to continue to develop these skills throughout the period of time that your child will be at our school. With this in mind, we have looked very closely at our homework policy for year seven and have now trialled and refined various pieces of work. Your child will be expected to do one or in some cases two homeworks per week for maths, each one requiring approximately 30 minutes work. One of the homeworks, which will be common for all year seven students will be based on developing their problem solving techniques. With this in mind your child will be given a booklet each term; this booklet is kept at home until the end of term when it must be returned in order to get the next term's booklet. If the booklet gets lost then a small fee of 50p will be charged to cover printing costs. The other homework will be a consolidation of work started in class.

### Homework Outline:

- One homework from work done in class, one homework from the Autumn Term Mathematics Homework Booklet

### Homework Outline:

- One homework from work done in class, one homework from the Spring Term Mathematics Homework Booklet

### Homework Outline:

- One homework from work done in class, one homework from the SummerTerm Mathematics Homework Booklet

### Details of Key Assessments

#### **Competition**

To take place before and during half term to design and make a mask with one line of symmetry

### Details of Key Assessments

#### **Competition**

- (i) to split a square into two congruent parts and to present the final design, using colours, onto a sheet of A4 paper.
- (ii) to produce a magic square.

### Details of Key Assessments

#### **Competition**

To shade a square showing two halves and to produce colourfully on a piece of A4 paper.

# Thomas Adams School: Homework Schedule

## Year 7: Music

Autumn Term	Spring Term	Summer Term
<b><u>Units of Work Covered:</u></b> ELEMENTS OF MUSIC / I GOT RHYTHM	<b><u>Units of Work Covered:</u></b> KEYBOARD / ORCHESTRA	<b><u>Units of Work Covered:</u></b> MUSIC & MEDIA
<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• Learning Key words – The Elements</li> <li>• Poster of 'Musical Elements'</li> </ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• Research orchestral 'families'</li> <li>• Performance Evaluation</li> </ul>	<b><u>Homework Outline:</u></b> <ul style="list-style-type: none"> <li>• Explore features of 'Gamelan'.</li> <li>• Comparison of 'cartoon' soundtrack</li> <li>• Indonesian Music/Culture</li> </ul>
<b><u>Details of Key Assessments</u></b> 'Underground Music' - Composition Keyboard – performance	<b><u>Details of Key Assessments</u></b> Keyboard – performance Listening – Instruments of the Orchestra	<b><u>Details of Key Assessments</u></b> Performance Composition of soundtrack

### **Notes:**

*All homework tasks can be completed in the music department. All of the necessary resources are located in the department where students are free to use them at lunch times and after school (until 5pm). Access to computers, relevant software and instruments means that no student should be in a position where they can't complete a homework task because of lack of specialised resources at home. Teaching and support staff will be on hand to assist and support students where possible and appropriate.*

# Thomas Adams School: Homework Schedule

## Year 7: Physical Education

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b> Basketball    Football    Table-tennis Swimming    Netball    Gymnastics</p>	<p><b><u>Units of Work Covered:</u></b> Basketball    Football    HRE    Dance Swimming    Gymnastics    Orienteering</p>	<p><b><u>Units of Work Covered:</u></b> Rounders    Netball    Athletics Cricket    Softball</p>
<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ Pupils to explain what they enjoy about physical education and why</li> <li>○ Pupils to design appropriate and innovative PE kit</li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ Why are health and safety issues and the appropriate kit important to the participation of PE?</li> <li>○ What is a warm up? Why is a warm up carried out before any physical activity?</li> </ul>	<p><b><u>Homework Outline:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Select a sports role model and explain why he or she is important to you</b></li> <li>○ How fit am I?</li> </ul>
<p><b><u>Details of Key Assessments</u></b></p> <p><b>Assessments will give pupils the opportunity to inform staff of likes and dislikes towards PE. It will also address pupils' strengths and weaknesses and identify clubs that they belong to both at school and outside of school.</b></p> <p>It will address pupils motivation and how they feel about PE and sessions delivered.</p>	<p><b><u>Details of Key Assessments</u></b></p> <p><b>During the spring term pupils will address safety in detail i.e. surface area, appropriate clothing, protective clothing, removal of any valuable items, equipment handling and personal hygiene.</b></p> <p>Pupils will be informed of how to warm up correctly and asked to prepare small warm up activities.</p>	<p><b><u>Details of Key Assessments</u></b></p> <p>Recognised sports events will be addressed and pupils will be encouraged to think about role models within a range of sports.</p> <p><b>Pupils will analyse their strengths and weaknesses in performance and compare notes to those written at the start of the year. Finally pupils will be able to assess personal levels of fitness and learn of the components required within a sport of their choice. Pupils will be able to set targets for year 8.</b></p>

# Thomas Adams School: Homework Schedule

## Year 7: RE

Autumn Term	Spring Term	Summer Term
<p><b><u>Units of Work Covered:</u></b></p> <p>How do religious and secular beliefs give purpose and direction in life?</p> <p><b>What is the value of belonging to a religious group?</b></p>	<p><b><u>Units of Work Covered:</u></b></p> <p>What is the value of belonging to a religious group?...continued</p> <p>Why is symbolism used in religion?</p>	<p><b><u>Units of Work Covered:</u></b></p> <p>Why is symbolism conveyed in religious writing?...continued</p> <p>What form of truth is conveyed in religious writing?</p>
<p><b><u>Details of Key Homework Tasks</u></b></p> <p>Assessment 1 - How did Mother Theresa show love to her neighbour? After investigating the life of Mother Theresa, pupils will be asked to describe the ways in which this teaching of Jesus gave purpose and direction to the life of Mother Theresa.</p> <p>Assessment 2 – How do religious and secular beliefs give purpose and direction in life? This will examine student’s knowledge and understanding of the way in which a variety of beliefs, both religious and secular, can influence a person’s lifestyle.</p> <p>In addition, supporting homework tasks (including revision for tests) may be set, at the discretion of the class teacher, which will help students build up to the level of knowledge required to complete these key assessments.</p>	<p><b><u>Details of Key Homework Tasks</u></b></p> <p>Assessment 3 – Synagogue Project This will allow students to demonstrate their knowledge of Jewish worship and practices as they plan an imaginary Synagogue building in Wem, and write a letter to the council explaining why such a building is so important for the Jewish community.</p> <p>Assessment 4 – The 5 K’s This will encourage students to demonstrate their knowledge of the 5 K’s within Sikhism, and their awareness of the symbolism of these artefacts.</p> <p>In addition, supporting homework tasks (including revision for tests) may be set, at the discretion of the class teacher, which will help students build up to the level of knowledge required to complete these key assessments.</p>	<p><b><u>Details of Key Homework Tasks</u></b></p> <p>Assessment 5 – During the first half of the summer term students will complete both an Artefacts Test and their Year 7 Exam Paper. Both of these will examine the pupils’ knowledge and understanding of the relevant topics. A revision sheet will be provided for the Year 7 exam.</p> <p>Assessment 6 – ‘The Feeding of the 5,000 is completely true.’ Discuss. As well as explaining your own opinion, you must show that you have thought about the views of others. This will encourage students to examine a wide range of responses (both religious and secular) to a famous Biblical account.</p> <p>In addition, supporting homework tasks (including revision for tests) may be set, at the discretion of the class teacher, which will help students build up to the level of knowledge required to complete these key assessments.</p>

**Notes:**

*The module titles are taken from the locally agreed Shropshire Agreed Syllabus.*

*Your child has a progress sheet at the front of their book, to which we would encourage you to refer, containing information regarding academic development in RE.*

# Thomas Adams School: Homework Schedule

## Year 7: Science

Key homeworks with a <b>Biology</b> bias	Key homeworks with a <b>Chemistry</b> bias	Key homeworks with a <b>Physics</b> bias
Unit 7A <i>Cells</i> <b>"What are cells like?" (<u>literacy</u> task)</b> Unit 7B <i>Reproduction</i> <b>"How does fertilisation happen?" (<u>literacy</u> task)</b> Unit 7C <i>Environment/feeding relationships</i> <b>"Identifying adaptation" (<u>literacy/ICT</u> task)</b> Unit 7D <i>Variation and classification</i> <b>"Investigating variation" (<u>Numeracy SC1</u> task)</b>	Unit 7E <i>Acids and alkalis</i> <b>"Acid Rain" (<u>literacy/numeracy</u> task)</b> Unit 7F <i>Simple Chemical reactions</i> <b>"Fireworks" (<u>literacy/numeracy</u> task)</b> Unit 7G <i>Particle models</i> <b>"Tasty particles" (<u>literacy</u> task)</b> Unit 7H <i>Solutions</i> <b>"Journey of a salt particle" (<u>literacy &amp; numeracy</u> task)</b>	Unit 7I <i>Energy resources</i> <b>"What happens when the oil runs out?" (<u>literacy</u> task)</b> Unit 7J <i>Electrical circuits</i> <b>"How do we draw circuits properly?" (<u>communication</u> task)</b> Unit 7K <i>Forces and their Effects</i> <b>"The Bungee jump test!" (<u>numeracy &amp; literacy</u> task)</b> Unit 7L <i>Solar System and beyond</i> <b>"Interpreting data from the planets" (<u>numeracy</u> task)</b>

Students will complete 6 of the above 12 activities

*Please note: Pupils receive a detailed description of each homework task before they start.*

*In order that Year 7 Science lessons are effectively resourced, the above Units are taught in different orders for different classes.*

*Therefore, the key homeworks indicated will be completed at different times of the year for different pupils.*

*Pupils in Year 7 will do a selection of 6 activities from the above list of 12; these will be done at approximately half-term intervals. There may be other homeworks set by the Science teacher during the year, and pupils will also be expected to undertake revision for End of Unit tests and the End of Year Exam.*

# Thomas Adams School: Homework Schedule

## Year 7: Technology

Topic	Homework Outline	Assessment Focus
<b>Resistant Materials</b>	<ul style="list-style-type: none"><li>• Key Vocabulary – Revise and learn keywords and phrases related to unit</li></ul>	<ul style="list-style-type: none"><li>• Increasing understanding and literacy</li></ul>
<b>CAD / CAM</b>	<ul style="list-style-type: none"><li>• Puzzle design – design a puzzle using the same design specification as the CAD version</li></ul>	<ul style="list-style-type: none"><li>• Developing and modelling ideas</li></ul>
<b>Textiles</b>	<ul style="list-style-type: none"><li>• Decorative Techniques</li></ul>	<ul style="list-style-type: none"><li>• Understanding materials and literacy</li></ul>
<b>Product Design</b>	<ul style="list-style-type: none"><li>• Isometric Drawing – drawing of basic geometric shapes</li></ul>	<ul style="list-style-type: none"><li>• Effective use of communication techniques</li></ul>
<b>Food</b>	<ul style="list-style-type: none"><li>• Key Vocabulary – revise and learn</li></ul>	<ul style="list-style-type: none"><li>• Increasing understanding and literacy</li></ul>

### **Notes:**

The making of high-quality products is the manifestation of the Design and Technology framework in schools. In Year 7 Technology, focus is placed on the practical element of the framework. Homeworks are designed to increase the capability of knowledge, values, attitudes and skills which underpin the practical outcome. Students take part in a 'carousel' system in which they move between each area of Technology as the year progresses. Typically students cover 5 areas in Year 7: Resistant Materials, Product Design, Computer-Aided-Design & Manufacture (CAD/CAM), Textiles and Food. At any one time the year group is engaged on all five areas concurrently. The overview for homework, therefore, needs to be on a yearly basis. Also because of the dynamics of Design & Technology i.e. curriculum change and development focus will continue to be based on the National KS3 Strategy for Design and Technology.