



# Siddal Moor

Newhouse Road, Heywood, Lancashire OL10 2NT

Headteacher: **Ray Baker**

Tel: **01706 369436**

email: **office@siddalmoor.uk**

web: **www.siddalmoor.uk**

## Lesson Activities: Monday 16<sup>th</sup> October 2017 to Friday 20<sup>th</sup> October 2017

### Art

Year 7: Mark Making	Artist looked at will be Cy Twombly and face painting of the Nuba Tribe. Activities include creating original tribal face designs in pencil using prior techniques studied during baseline test.
Year 8: Comic	Students will complete comic face workshops then look at and compare the artist Jon Burgerman and Keith Haring. They will use skills gained from the comic face sessions to develop an artist's study page to compare the two styles.
Year 9: Japan	Students will look at the woodblock prints of Ando Hiroshige and Katsushika Hokusai and produce A3 watercolour painting based on a piece of work of the artist selected by the student.
Year 10: Natural Forms	Students will create a triple lino print based using the theme of natural forms as a starting point.
Year 11: Mock Exam Project	Students are currently focusing producing work to cover the AO levels on their independent mock projects

### Business & Communication Systems

Year 10	To understand the basics about revenue, costs, profit and loss (we may get onto: understanding the features of different types of business ownership)
Year 11	Very important that they are in!!! They will be onto the Practice Controlled Assessment by then!

### Business Studies

Year 10 Business	Business aims and objectives
Year 11 Business	Practice controlled assessment task

## English

Year 7: <b>Contemporary Fiction</b>	<b>To evaluate the narrative structure</b> Pupils should focus on a significant event(s) within the novel and the effects on the characters.
Year 8: <b>Dystopian Fiction</b>	<b>To complete the end of term assessment</b> Students will complete the End of Term Assessment. They will select one question to answer; they will be provided with a quotation from the text and a range of bullet points that they need to include in their response.
Year 9: <b>Contemporary fiction: Of Mice and Men Chapter 4. Paired with The Other Foot by Ray Bradbury</b>	<b>To analyse the effects of discrimination</b> <b>To identify author's intent and purpose</b> Analyse how each character has suffered through discrimination. Focus on 'The Weak Ones' and the impact on their lives  Read The Other Foot. Break the text up with basic retrieval questions and language work focus: Question type 1 and 2 Language Paper 1 & 2. Summarise – Writer's intent and viewpoints
Year 10: <b>Post 1914 Literature: Hobson's Choice</b>	<b>To analyse the theme of Independence</b> Freedom, power and independence (Maggie, Mrs Hepworth, Alice and Vickey)  <b>Analyse which female characters are truly independent.</b> Supplementary tasks: How does Alice and Vickey gained freedom lead them to ignore their family duties? How are Maggie and Mrs Hepworth similar?
Year 11: <b>Shakespeare: Romeo and Juliet</b>	<b>To evaluate conflict</b>  <b>Act 3 Scene 1:</b> Mercutio and Tybalt – Conflict. Lady Capulet's role in this scene  <b>Act 3 Scene 5:</b> Lord Capulet & Juliet /role of Father/ language towards Juliet – conflict

## Geography

Year 7:	Survival in the tropical rainforest.
Year 8:	Problems and solutions in the world's biggest cities.
Year 9:	Causes and effects of, and responses to, earthquakes and tectonic hazards.
Year 10:	Comparing urban challenges and opportunities in Rio and Manchester.
Year 11:	How to protect the land from the sea. An example of coastal management.

## Health & Social Care

Year 10: Continuing with Controlled assessment work for Communication Unit (1 <sup>st</sup> compulsory unit)	Essential work for assessment of this unit
Year 11: Continuing with Controlled assessment work for First Unit with practical first aid session on Wed 18 <sup>th</sup> Oct.	Essential work for assessment of this unit

## History

Year 7: The Romans	We are finishing the Roman module with an assessment to see how far their skills have developed since the skills baseline test in the first week.
Year 8: The English Civil War	We are finishing the module with an assessment and preparing for the topic next half term on the Interregnum by developing the links between this topic and the next.
Year 9: World War One	We are looking at how the war ended and the impact it had.
Year 10: Crime and Punishment	This module will take three half terms. We have only just done an assessment so the last week will be starting the next section of the topic – essential background for the next half term.
Year 11: Elizabeth	We have only just done an assessment so the last week will be starting the next section of the topic – essential background for the next half term.

## ICT

Year 7:	Using email to send and receive information
Year 8:	Conditional formatting in spreadsheet models
Year 9:	Conditional formatting in spreadsheet models
Year 10:	Secondary storage devices in computer systems Programming with loops Program design and development
Year 11:	SAMPLE NEA task including what the required documentation is and how it should be presented

## Maths

Year 7:	Lessons on unit 2 Number skills & Calculations and completing end of unit assessments
Year 8:	Lessons on unit 2 Powers or 3D shapes and completing end of unit assessments
Year 9:	Lessons on unit 2 Algebra or unit 3 Analysing Data and completing end of unit assessments
Year 10:	GCSE maths lessons and completing end of unit assessments
Year 11:	Focussed lessons on topics identified by the Terrific Tuesday exam

## MFL

Year 7:	have been learning greetings, how to describe their likes, say how old they are and describe the content of their bags.
Year 8:	have learnt how to talk about tv programmes, films, books and online activities
Year 9:	have learnt how to provide information about themselves and friends and describe what they do when they go out (with the ability to use the past tense)
Year 10:	are working on detailed descriptions about themselves
Year 11:	are finishing a whole module on their school (opinions, timetable, building, rules and uniform).

## PE

Year 7: THROUGH A RANGE OF PRACTICAL ACTIVITIES	SKELETAL SYSTEM – IDENTIFY NAMES OF MAJOR BONES.
Year 8: THROUGH A RANGE OF PRACTICAL ACTIVITIES	SKELETAL SYSTEM – BONES THAT ARTICULATE AT JOINTS
Year 9: THROUGH A RANGE OF PRACTICAL ACTIVITIES	SKELETAL SYSTEM – FUNCTIONS OF THE SKELETAL SYSTEM
Year 10:	GCSE PE - SKELETAL SYSTEM: MAJOR BONES, TYPES OF JOINTS AND THE BONES THAT ARTICULATE AT THAT JOINT, FUNCTIONS OF THE SKELETAL SYSTEM, MOVEMENT AT SYNOVIAL JOINTS AND STRUCTURE OF SYNOVIAL JOINTS.  HEALTH & FITNESS – COMPLETION OF UNIT1 (1.1-1.7)
Year 11:	GCSE PE – COURSEWORK: ANALYSING FITNESS DATA AND PERFORMANCE TO CREATE AN ACTION PLAN FOR IMPROVEMENT  HEALTH & FITNESS – REVISION FOR EXAM ON 17 <sup>TH</sup>

## Performing Arts

### Drama and Dance

Year 7:	The Island – Final performance to camera of set SOW Use of three key techniques
Year 8:	Rehearse and perform set piece Record set pieces for assessment – evaluation of peers and self
Year 9:	Scripted work - Creating an abstract performance to camera and written evaluation
Year 10:	Component 1 – set study – three key pieces Studying set repertoire for external exam Dance and drama activities and written portfolio
Year 11:	Solo exam – written, recorded performance

### Media

Year 11:	Mock exam (preparation and exam)
----------	----------------------------------

### Music

Key Stage 3:	Singing and keyboard assessment
--------------	---------------------------------

## Religious Studies

Year 7:	Assessment and creation of a stained glass window on Multicultural Manchester
Year 8:	Christian views on pain and suffering – this links into further learning in Year 9 and KS4 – it comprises of extended writing and exploring Ultimate Questions and Philosophy.
Year 9:	Religion in the Media – Analysis of the Christian messages in “The Lion, the Witch and the Wardrobe”. This completes the media unit and although a film will be studied, it will be done so with a worksheet and will be used to answer a 12 mark GCSE style question. This is the only “film” that will be watched within the unit as students have studied newspapers and documentary already. NB – please note that the last 30 minutes of the film will be the only thing watched. It is not a whole film.
Year 10:	<p><b>Ethics and Morality</b> – this is the final piece of the project where students will be required to complete a piece of extended writing which persuasively argues their point of view on the following topic <b>“IT IS ACCEPTABLE TO USE ANIMALS FOR THE BENEFIT OF HUMAN BEINGS”</b>.</p> <p><b>KS4 – GCSE CLASS:</b> The students are continuing the GCSE course – “Christian Beliefs and Teaching” and this will encompass completing 12 mark exam practice. These lessons will not be repeated before the GCSE so it is imperative that all students attend.</p>
Year 11:	Two lessons on the GCSE course as normal and then the final lesson on “Beliefs and Teachings of Islam”. This will feature completing a large revision task to summarise all the learning completed this year so far.

## Science

Year 7:	Particles and rates
Year 8:	Digestion – Group A Separating Mixtures – Group B
Year 9:	Environmental Chemistry – Group A Inheritance – Group B
Year 10:	Biology - Cells / transport / enzymes (depending on teaching group) Chemistry – atomic structure / Ions, Structure, Bonding and Properties (depending on teaching group) Physics – particles / radiation / energy (depending on teaching group)
Year 11:	Biology - Human reproduction and Meiosis / Variation and Evolution (depending on teaching group) Chemistry – Rates of Chemical Change / Organic Chemistry (depending on teaching group) Physics – forces / radioactivity (depending on teaching group)

## Technology

Year 7:	Students will be completing their final assessment challenge in their core drawing skills assignment. This is a key piece of work that demonstrates the skills they have been working on this ½ term.
Year 8:	Students will be at a vital part of the practical aspect of each Technology area. They will need these lessons to complete the products they have been building up throughout this ½ term.
Year 9:	Students will be at a vital part of the practical aspect of each Technology area. They will need these lessons to complete the products they have been building up throughout this ½ term.
Year 10:	<b>Electronics</b> Students will be being assessed on the Electronic Systems and Basic Circuits units.
Year 11:	<b>Electronics</b> Students will be constructing their final circuits, as part of the non-examined assessment (Coursework).  <b>Construction</b> Students are being assessed on their electrical installation unit.