



REMOTE LEARNING YEAR 9



DAILY SCHEDULE:

- 8:25:** Register in the Year 8 Google Registration Room
- 8:40 - 9:00:** Tutor Group activities in Google Tutor Room
- 9:00 - 9:55:** Period 1 in relevant Google Classroom
- 9:55 - 10:35** Period 2 (Part 1) in relevant Google Classroom
- 10:35 - 10:55** Break Time
- 10:55 - 11:15** Period 2 (Part 2) in relevant Google Classroom
- 11:15—11:35** Reading Time
- 11:35 - 12:30** Period 3 in relevant Google Classroom
- 12:30 - 13:30** Period 4 in relevant Google Classroom
- 13:30 - 14:00** Lunchbreak
- 14:00 - 14:45** Period 5 in relevant Google Classroom

USEFUL LINKS

- Mental Health Support**
www.kooth.com
www.youngminds.org.uk
- Online Safety**
www.childnet.com
www.thinkuknow.co.uk
www.saferinternet.org.uk
- Safeguarding**
Email: Ms Jen Burniston
jbu@hws.haringey.sch.uk
- ICT Access**
Email: Mr T Ashman
tas@hws.haringey.sch.uk

LEARNING OVERVIEWS:

Please be aware that schemes of learning do not always run exactly as planned, some aspects may take longer, some are completed more swiftly.

SUBJECT: ENGLISH:

Outline: Reading unit of the class novel, 'Animal Farm' by George Orwell.

Weekly objectives:

- 1 Considering different viewpoints and political structures:
 - writing to persuade - rhetorical features - Authorial intent
- 2 Use of language and structure :
 - characterisation - creating tension
- 3 Allegory and Symbolism:
 - propaganda - Hierarchy - Different perspectives
- 4 Language:
 - language techniques, including parody - Analysis, inference - Characterisation
- 5 Understanding of the battles of the novella:
 - political writing - summarising - Essay-writing skills
- 6 Final assessment: who is to blame for the downfall of Animal Farm?

SUBJECT: ENGLISH (contd):

Feedback opportunities:

Demonstrate understanding of literary devices through writing assessments.

- Students can share their work aloud / use the type-chat feature if they have no microphone.
- Formative feedback throughout lesson through questioning.
- Formal writing assessments set as 'assignments' on Google Classroom, allowing for individual feedback.

Key assessment tasks:

Self-assessment:

- Persuasive speech writing - Report writing - Writing a political blog

Final assessment essay: Explore who is to blame for the downfall of Animal Farm.

SUBJECT: MATHS:

Outline: INDEX LAWS—EXPRESSIONS & EQUATIONS

Weekly objectives:

- 1 Recalling basic rules and application of powers. Raising powers to powers. Compound problems. Indices with algebra.
- 2 Harder Power rules and practice differentiated. Apply indices to negative numbers and fractions. Fractional and negative indices.
- 3 Language of Algebra and Simplifying Expressions. Writing information from diagrams and problems as an expressions
- 4 Factorising and Expanding Brackets Substitution. Differentiated linear/quadratic depending on group
- 5 Solving and Making Equations – cover work missed from Year 8
- 6 Solving and Making Equations extending understanding

Feedback opportunities: Via Maths Watch/DFM websites which allow staff to leave individual comments

Key assessment tasks:

DFM weekly homeworks One GC assessment from Diagnostic Questions at end of half term INDEX LAWS
One short assessment on RATIO GC

SUBJECT: SCIENCE:

Outline: Commencement of GCSE content BIOLOGY: Cells and organisation

Weekly objectives:

1. Animal and Plant Cells
2. Eukaryotic and Prokaryotic Cells
3. Specialisation in animal and plant cells
4. Diffusion and Active Transport
5. Osmosis
6. Exchanging Materials

Feedback opportunities:

Verbal feedback in lessons Answers in chat

Q&A in lessons verbally Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy

Key assessment tasks:

Uploaded answers to Kerboodle textbook questions

SUBJECT: ART:

Outline: Instagrids and cubist portraits

Weekly objectives:

- 1 and 2 Creating initial Instagrids
- 3 Personal instagrids, students working on their own interests and hobbies
- 4 Introduction to cubist collages and photomontage
- 5 and 6 Creating cubist photo collages, including annotation and review

Feedback opportunities:

Verbal and written on Google Classroom

Key assessment tasks:

Cubist photo collages

SUBJECT: COMPUTER SCIENCE:

Outline: Unit 9.2 Python Advanced This is an extension to Python. Students will now transfer their year 7 & 8 programming knowledge by coding the same concepts (and more) using Python.

Weekly objectives:

- 1 Python refresher 1
- 2 Python refresher 2
- 3 Iterations (While loop part 1)
- 4 Iterations (While loop part 2)
- 5 Iterations (For loops part 1)
- 6 Iterations (For loops part 2)

Feedback opportunities: Test score and live lesson feedback

Key assessment tasks: Unit 9.2 Interim and Unit 9.2 final assessment

SUBJECT: DESIGN TECHNOLOGY:

Outline: 9.2 Food Preparation & Nutrition

An introduction to the food preparation and nutrition theory to support in school practical..

Weekly objectives:

- 1 **Where does my food come from? Food Provenance and Seasonality**
- 2 **How can I reduce the environmental impact of my food choices? Understanding the impact of food waste.**
- 3 **What factors can affect a person's food choice? Medical Needs and Lifestyle choices**
- 4 **How can I ensure I am eating a healthy balanced diet when eating out?**
- 5 **What are the legal requirements on food packaging?**
- 6 **How can food packaging affect our choices and decisions?**

Feedback opportunities:

- In class questioning
- Google forms quiz – students will get feedback on areas of strength and weakness
- Feedback on submitted work at end of each section – identifying misconceptions and any missing information
- Continual assessment against Rubric

Key assessment tasks:

Food waste – guide for consumers (SA/TA)

Making informed food choices (Google Quiz)

Menu design – creating a balanced meal.

SUBJECT: DRAMA:

Outline: Creating a production

Weekly objectives:

- 1 Choosing and researching a theme/topic interesting and relevant to you and your audience.
- 2 Establishing a plot and structure that works for your theme/topic and audience.
- 3 Creating an appropriate and effective set design.
- 4 Developing key, contrasting characters.
- 5 Script writing a key scene.
- 6 Sharing work and cold reading (Audition prep)

Feedback opportunities:

Private teacher comments on work submitted through Google Classroom. With an expectation that students will improve work, when asked to do so.

Peer and teacher feedback on some students' final script work.

Key assessment tasks:

Final script, as part of the whole unit.

SUBJECT: GEOGRAPHY:

Outline: 11 Development – Understanding of positive trends in the last century for global development, and the importance of TNC growth for a reduction in poverty. Role of economic growth in widening of inequalities.

Weekly objectives:

1 What is development

- 2 Measuring development using gapminder
- 3 Reasons for the development gap
- 4 Development in China and Uganda
- 5 Barriers to development for the DRC
- 6 Barriers to development for the DRC essay writing

Feedback opportunities:

- In lesson teacher questioning and verbal feedback
- Model answers for use in live lessons
- Merits for uploaded work shown on camera at end of lesson (or uploaded on the lesson assignment if no camera)
- EBI comments on assessed pieces of work

Key assessment tasks:

Distribution of wealth exercise – Self assessed

Rise of China questions – Self assessed

Essay: 'The main causes for lack of development in the DRC are historical'. Assess the validity of this statement. Teacher assessed

SUBJECT: HISTORY:

Outline: Russian Revolution The Rise of the Nazis

Weekly objectives:

- 1 Bolshevik Revolution
- 2 Lenin's Russia
- 3 Stalin's Russia
- 4 Germany in 1920s.
- 5 Why did the Nazis become popular
- 6 Germany 1929-33

Feedback opportunities:

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms

All students who demonstrate engagement will be rewarded with merits.

Key assessment tasks:

Feedback on homework essays. Was World war one the worst war of the 20th century?

Self Assessment. PEE paragraphs. In what ways were Lenin and Stalin successful in building a socialist society?

Essay. Why did Hitler become Chancellor in 1933?

SUBJECT: MODERN FOREIGN LANGUAGES (FRENCH)

Outline: Current and future study and employment: My studies

AQA French Foundation Oxford (Kerboodle Foundation) Theme 3: pages 146- 151

Weekly objectives:

- 1 Describing your school and your subjects
- 2 Describing a day in school
- 3 Comparing school life in France and Britain
- 4 Talking about school rules and uniform
- 5 Modal verbs and grammar
- 6 revision and assessments

Feedback opportunities:

- Grammar Worksheet and answers
- Quizlet/ Linguascope
- AQA Listening and transcripts

Key assessment tasks:

- Grammar Worksheet and answers
- Quizlet/ Linguascope
- AQA Listening and transcripts

SUBJECT: MODERN FOREIGN LANGUAGES (SPANISH)

Outline: Current and future study and employment AQA Spanish Foundation Unit 9. My studies Pages: 146 to 149 (kerboodle online)

Weekly objectives:

- 1 Give your opinion about different subjects
- 2 Talking about your studies
- 3 talking about your school and daily routine
- 4 talking about school rules and uniform
- 5 grammar revision
- 6 Assessment

Feedback opportunities:

All activities are feedback with answers (verbally or written) Quizlet/ linguascope
Extended writing AQA answers Reading and listening activities

Key assessment tasks:

Vocab test Extended writing

SUBJECT: MUSIC

Outline: Off Beat Music What Makes a Good Song

Weekly objectives:

- 1 Electronic Music
- 2 Mento, Ska, Rock steady
- 3 Reggae – Form/Structure, Lyrics
- 4 Reggae – Listen and Analyse 3 songs
- 5 Analysing songs from 60's – 80's
- 6 Popular Music song structure

Feedback opportunities:

Students answer questions throughout the lesson, some targeted, and teacher responds to the questions to support learning and check understanding.

All students who demonstrate engagement will be rewarded with merits

Key assessment tasks:

Key assessed - L4, Listen and Analyse what you hear using key terminology. Students upload work to google classroom to be given individual feedback by teacher

Self assessment. Students improve their own work using model answers shared by teacher in (L2, L3, L5)

SUBJECT: PE:

Outline: Health and Fitness

Weekly objectives:

- Throughout the lockdown period students are expected to engage in two lessons of Physical Education a week (but students are encouraged to do some physical activity daily).
- Students are expected to complete a workout session, chosen by them, given to them by their sports clubs or chosen from the list available on Google Classroom (min 30minutes).
- It is highly advised that students engage and participate in physical activity to help maintain physical and mental health and well-being.

Feedback opportunities:

- Students are expected to give feedback on tracking document (located in classroom material), uploaded to Google Classroom for the respective session.
- Teacher will then give feedback directly to the student and use this document to advise and challenge students in the next lesson

Key assessment tasks:

- Performance related assessment document.
- Students will have a document outlining all of the sessions they have completed.
- In the last week students will be given an evaluation form analysing performance progress.

SUBJECT: PHSEE

Outline: Crime and Punishment

Weekly objectives:

- 1 What is crime?
- 2 Why do people commit crime?
- 3 Responsibility
- 4 UK Court System
- 5 Decision Making
- 6 Decision Making

Feedback opportunities:

Comments/messages on work
Feedback on reflective tasks
Merits awarded

Key assessment tasks:

Ongoing assessment through answers to financial questions and calculations. (L2, L3 and L4)
Online Quiz

SUBJECT: REP

Outline: Islam

Weekly objectives:

1. Introduction to Islam
2. Sunni and Shi'a
3. The Prophets
4. The Pilgrimage
5. the 5 Pillars of Islam
6. Life After Death
7. End of unit Assessment

Feedback opportunities:

Students answer questions in chat box throughout lesson, which teacher responds to, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms
All students who demonstrate engagement will be rewarded with merits.

Key assessment tasks:

Self Assessment. Lesson 4 – Explain two reasons why Muslims Believe Hajj is important?
Teacher Feedback – End of Unit assessment