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| A close up of a sign  Description automatically generated | **Secondary Homework Plan Spring 2** | **Why do we set homework?*** It can inform parents about work going on in at school;
* It can further stimulate enthusiasm for learning;
* It takes advantage of the home environment and resources that may be available
* It builds good opportunities for one to one adult time;
* It can be a great source for gathering topic information to share with all the children;
 | * It consolidates and reinforces learning
* It can extend learning
* It is a great opportunity to improve key skills such as times tables, doubling facts, addition sums, spellings, handwriting
* It helps to foster good habits of organisation and self-discipline in preparation for the demands of GCSE examinations.
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KS3 students are expected to complete 20-30 minutes homework per subject a week. KS4 students are expected to complete 40-50 minutes homework per subject a week.Year 11 students are expected to complete 2-3 hours of revision and homework a night.

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| Subject | Year Group | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Science | 7 | Topic – Forces, Speed and PressureFind definitions of keywords given on homework sheet | Topic – Forces, Speed and PressureResearch information on streamlining | Topic – Forces, Speed and PressureComplete poster on streamlining | Topic – Forces, Speed and PressureDraw three different diagrams showing the forces and label them | Topic – Forces, Speed and PressureComplete one of the extension(‘side dishes’) tasks |
| 8 | Topic – Chemical ReactionsFind chemical formulas of compounds given on homework sheet | Topic – Chemical ReactionsResearch the reactivity series and displacement reactions | Topic – Chemical ReactionComplete poster on reactivity series | Topic – Chemical Reactions Find out who Lavoisier was and write short magazine article about him | Topic – Chemical ReactionsComplete one of the extension (‘side dishes’) tasks |
| 9 | Topic Biology Cells and OrganisationComplete assignment set on Seneca learning  | Topic Biology Cells and OrganisationComplete assignment set on Seneca learning | Topic Biology Cells and OrganisationComplete assignment set on Seneca learning | Topic Biology Cells and OrganisationComplete assignment set on Seneca learning | Topic Biology Cells and OrganisationComplete assignment set on Seneca learning |
| 10 | Topic - WavesComplete assignment set on Seneca Learning | Topic – WavesComplete assignment set on Seneca Learning | Topic- WavesComplete assignment set on Seneca Learning | Topic – Chemical ChangesComplete assignment on Seneca Learning | Topic – Chemical ChangesComplete assignment on Seneca Learning |
| Maths | 7 | Topic – Ratio and ProportionHegarty homework due every Tuesday.  | Topic – Ratio and ProportionHegarty homework due every Tuesday. | Topic – Ratio and ProportionHegarty homework due every Tuesday. End of Unit test -13 March | Topic – Lines and AnglesHegarty homework due every Tuesday.  | Topic – Lines and AnglesHegarty homework due every Tuesday. End of Unit test -02 May |
| 8 | Topic – All calculations with Fractions Hegarty homework due every Tuesday.  | Topic – All calculations with Fractions Hegarty homework due every Tuesday.  | Topic – All calculations with Fractions Hegarty homework due every Tuesday. End of Unit test -14 March | Topic – Straight Line graphs (Y=mx+c)Hegarty homework due every Tuesday.  | Topic – Straight Line graphs (Y=mx+c)Hegarty homework due every Tuesday. End of Unit test -13 March |
| 9 | Topic – Perimeter Area and VolumeHegarty homework due every Tuesday.  | Topic – Perimeter Area and VolumeHegarty homework due every Tuesday.  | Topic – Perimeter Area and VolumeHegarty homework due every Tuesday.  | Topic – Perimeter Area and VolumeHegarty homework due every Tuesday.  | Topic – Perimeter Area and VolumeHegarty homework due every Tuesday. End of Unit test -29 March |
| 10 | Topic – Further Statistics (Processing and Representing data)Hegarty homework due every Tuesday.  | Topic – Further Statistics (Processing and Representing data)Hegarty homework due every Tuesday.  | Topic – Further Statistics (Processing and Representing data)Hegarty homework due every Tuesday. End of Unit test – 15 March | Topic – Equations and GraphsHegarty homework due every Tuesday.  | Topic – Equations and GraphsHegarty homework due every Tuesday. End of Unit test – 5 April |
| English | 7 | Language & Punctuation worksheet | Language & Punctuation worksheet | Revision for Poetry test | Language & Punctuation worksheet | End of unit revision |
| 8 | Language & Punctuation worksheet | Language & Punctuation worksheet | Revision for informal test | Language & Punctuation worksheet | End of unit revision |
| 9 | Macbeth scene 1 worksheet | Macbeth scene 2 worksheet | Macbeth revision | Macbeth scene 3 worksheet | Macbeth scene 4 worksheet |
| 10 | Conflict Poetry worksheet | Conflict Poetry revision | Conflict Poetry worksheet | Conflict Poetry worksheet | Conflict Poetry revision |
| CompSci | 7 | Homework Booklets issued from February Half Term. Pupils have 6 weeks to complete |
| 8 | Homework Booklets issued from February Half Term. Pupils have 6 weeks to complete |
| GCSE Computing | Programming Project support work set on OneNote | Programming Project support work set on OneNote | Programming Project support work set on OneNote | Programming Project support work set on OneNote | Programming Project support work set on OneNote |
| Technology | 7 | Create a mood board based the mini monsters design brief – create an a4 mood board that reflects the mood and theme of your project. Filling the page with inspiration imagery and some key words / colour swatches too.  | Specification for your product you are going to design and make – complete the activity sheet. Outline the needs and wants of your user carefully ready for the design process.  | Complete a detailed final design of your idea you plan to make, include; a clear drawing (front, back, side – zoomed in as necessary), labels to state features, annotation to fully describe the design – colour maybe added once everything else is complete.  | Designer research page; create a page based on either a designer from the choice below or find your own. * Anna Chambers plush toys
* Dan Goodsell plush toys

Jelly Cat  | Written evaluation to reflect on skills and the final outcome.  |
| 8 | Create a mood board based the fabric containers design brief – create an a4 mood board that reflects the mood and theme of your project. Filling the page with inspiration imagery; colours, fabrics, theme, decoration, fastening ideas, existing fabric containers, imagery of something you wish to contain (within 30 x 30cm maximum of size). | Specification for your product you are going to design and make – complete the activity sheet. Outline the needs and wants of your user carefully ready for the design process. | Complete a detailed final design of your idea you plan to make, include; a clear drawing (front, back, side – zoomed in as necessary), labels to state features, annotation to fully describe the design – colour maybe added once everything else is complete.  | Designer research page; create a page based on either a designer from the choice below or find your own. * Cath kidson
* Addidas / Nike / Hollister

Remember the products you choose from the designer must be relevant to a fabric container.  | Written evaluation to reflect on skills and the final outcome. |
| 10 | Exam questioning linking to learning in lesson. | To create a crib sheet based on practical learning skills in lesson.  | Exam questioning linking to learning in lesson.  | To create a crib sheet based on practical learning skills in lesson.  | Research based task.  |
| 11 | Exam questioning linking to learning in lesson | To create a crib sheet based on practical learning skills in lesson. | Revision.  | NEA completion – using feedback to complete any outstanding areas.  |  |
| Art | 7 | Artist research page on Andre Derain | Artist research on Georges Seurat | Evaluation |
| 8 | Artist research page on Jasper Johns | Artist research on Andy Warhol | Evaluation |
| 9&10 | Preparation for new project, Journeys, artist research‘’Brown Book Thursday’’ – a piece of observation drawing work, from the list, every two-week rotation | ‘’Brown Book Thursday’’ – a piece of observation drawing work, from the list, every two-week rotation | independent project work - Journeys |
| Geography | 7 | Topic Weather.Cloud Diary Project which will end with a summary/poster of data collected.Pupils will be given a kit with which to record the cloud type twice a week.  | Continue to record cloudsLearn for a 10 question test on weather class work. Use your knowledge organiser. | Continue to record clouds | Continue to record cloudsLearn for the end of unit test. Use your knowledge organiser. | Bring in completed cloud diaries with a summary of the data, for example, are there particular types you have seen more than others? This can be extended to a poster. |
| 8 | Topic GlobalisationGlobalisation Project. This will end in a poster from data collected.To find out where your clothes come from. This can be found on clothing labels.  | To find out where your food comes from, using a week’s meals | Learn for a 10 question test on class work. Use your knowledge organiser. | Learn for the end of unit test. Use your knowledge organiser. | Bring in a poster showing the clearly the countries of the world which make you a global citizen, using the homework information. |
| 9 | Topic HazardsResearch tectonic hazards, finding examples and data. | Exam question will be given. Class work and knowledge organisers can be used to support. | Revision from the Knowledge Organiser for a ten question test. | Exam question will be given. Class work and knowledge organisers can be used to support. | Further research on our case study, earthquakes in Chile.  |
| 10 | Topic Rio: Research facts about Rio and it’s development.i.e. the richer and poorer areas. | Exam question will be given. Class work and knowledge organisers can be used to support. | Revision from the Knowledge Organiser for a ten question test. | Exam question will be given. Class work and knowledge organisers can be used to support. | Further research on our case study, Economic development in Rio |
|  | 11 | Topic FieldworkRevise Coasts in preparation for our fieldwork at Hengistbury Head and the management of a protected area.  | Revise Urban Geography in preparation for our fieldwork at Swanage looking at the impact of tourism on a coastal town. | Write up of fieldwork will be set as needed | Write up of fieldwork will be set as needed | Write up of fieldwork will be set as needed |
| History | 7 | To what extent was Elizabeth 1’s reign a ‘golden age’?*What was life like in Tudor England?*Different social groups. | *What was life like in Tudor England?*Life for the rich. | *What was life like in Tudor England?*Life for the poor. | *What was life like in Tudor England?*Health & medicine. | *What was life like in Tudor England?*Crime & punishment. |
| 8 | How did living conditions affect the hunt for Jack the Ripper?*The Industrial Revolution project*Select and complete a task from the language or visual row. | *The Industrial Revolution project*Select and complete a task from the maths/logic or moving row. | *The Industrial Revolution project*Select and complete a task from the visual or musical row. | *The Industrial Revolution project*Select and complete a task from the moving/making or individual row. | *The Industrial Revolution project*Select a final task from the analyse, create or evaluate column. |
| 9 | What was it like to live though WW2*Who do you think you are?*Select a relative or an individual involved in WWII to research. Conduct interviews. | *Who do you think you are?*Using books and the Internet, research detail on the military regiment or civilian job. | *Who do you think you are?*As week 3. | *Who do you think you are?*Use the information gathered to plan your report, remember to include pictures and diagrams to support the text. | *Who do you think you are?*Write or type your report ready for presentation.Work must be your own. |
| 10 | Germany, 1890- 19451. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. |
| 11 | Conflict & tension, 1918- 19391. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. | 1. Use knowledge organiser to learn key dates/ events/ people.2. Create a cue card to summarise the content studied in lesson. |