

Subject	Hours per week?	Topics to be covered this half term	Types of activities/tasks pupils will be completing	How will you feedback/respond to pupils questions?	How will you celebrate pupils work?	How can parents/carers help or support the learning?
English	max. 3 hours	Fiction genres	Reading extracts, writing scripts, creating collages, making mind maps, writing stories, writing newspaper articles, researching online, doing quizzes.	VLE	Social media	Parents can ensure that pupils are not exceeding the time limits. They can also support by asking the pupils to discuss what they've been doing.
Maths	4	Personalised Curriculum - The class teacher will be using pupil data to identify topics the class need to strengthen. This will ensure that all work being done is having a positive impact on each pupil's progress as they are not covering topics they have completely mastered.	Guided lessons, questions for pupils to complete then answers so they can mark them. Fluency starters. Hegarty tasks.	1) Pupils will be provided with the answers. 2) Hegarty Maths is self marking. 3) Email their teacher.	1) Class teachers will praise through either written comments, video or audio recordings. 2) Posts on social media. 3) Hegarty Maths leader boards. 4) Ethos Badges	1) Encourage pupils to be organised so that they can keep on top of their work and keep it a manageable level. 2) Provide a quiet environment away from distractions so they can get in the 'maths zone'. 2) Support pupils in taking pictures of their work and emailing them to their class teacher. 3) If their child is struggling with the work remind them to watch the videos provided by their class teacher and also those on Hegarty Maths. 4) Encourage pupils to get involved with the problem solving tasks set on the VLE and social media. Parent and Carers should give them a go too :)
Science	3	Particle Model, Atomic Structure, Cell Structure	Video clips, written tasks, diagrams	Via the VLE	Positive feedback from teaching staff, publishing of photographs of pupils work	Check the task instructions that are provided on the VLE, monitor the progress through the tasks. Assist with any practical activities and check through completed tasks. Encourage pupils to upload their work to enable the teachers to view the completed tasks.
Spanish	3	General vocabulary, describing family, friends and role modules	Using everlearner.com to cover listening, reading, writing and translation as well as retrieval practice, videos and quizzes.	Through Everlearner - some feedback is instant, when marking written work we can give more specific and personal comments on the VLE as well as comment on their scores.	On the Facebook page, personal comments on the VLE, using the padlet.	Encourage using www.wordreference.com to look up words they don't know. Ensuring that they stop after three hours, practising the Spanish by letting pupils read their answers aloud to them. Encouraging them to ask questions to teachers in they are unsure and make notes on what they have learnt, either in a notebook or word document, check assignments are being completed.

History	2	Conflict and Tension 1945-72 (Cold War) - GCSE topic	Lesson 1 - pupils to be given knowledge normally through a PowerPoint voiceover or through an e-stream clip. Both will have a quiz at the end. Lesson 2 - Pupils to apply the knowledge to a task and upload evidence to their teacher.	Feedback through VLE comments	Feedback through VLE comments	A new notepad/ folder if at all possible. Normally pupils would get a new book for their GCSE topic. The information they cover they will not go over again and so it is really important that pupils organise their work properly. Parents/carers could listen to the teacher voice overs or watch the clips with pupils. Quiz questions for parents to test pupils have also been created (with answers) please email zpollard@hollingworthacademy.co.uk if you would like them. Extra clips for pupils are also available on the VLE in History>General Revision > links to all clips. Please email Miss Pollard for further support - zpollard@hollingworthacademy.co.uk
Geography	2	Urban Issues: Manchester and Mumbai	Project work: scaffolding tasks creating collages of images, describing the location, graph skills and short written literacy tasks	On the VLE	Good examples to be shared on social media. Praise given on the VLE. Postcards/phone calls home.	Encourage students to use the knowledge organisers if they get stuck as well as the suggested webpages. Ask them to complete extension tasks. Additional reading: Manchester - Regeneration article Manchester - Centre for Cities article Mumbai - BBC Bitesize
IT	2	Hardware, Networks, Online safety and security, Cyber Security	Reading, online videos, quizzes, online tests	Instant feedback from Seneca website, feedback through VLE	Personalised feedback on VLE tasks. Social media mentions. Emails / Texts home.	Check deadlines and make sure that pupils are completing tasks in a timely manner. Ask them to discuss what they have learnt
RE	1	Religion and Punishment- Focus question is: Are UK punishments harsh enough?	Project: Block of information and tasks every 3 weeks. Tasks include: research using online websites, video clips, reading - different case studies, online quizzes, designing a new religious building with explanation of their answer, videos explaining their answer, a campaign poster/billboard to persuade others of their opinion, a letter to their local council arguing their point of view or a verbal debate videoed or audio recorded.	Pupils can upload questions onto the VLE through comments, pupils can also email Miss Burke who is in charge of the Y9 Project SBurke1@hollingworthacademy.co.uk. Pupils will receive feedback through the VLE comments.	Social media, uploading examples to the VLE as WAGOLLS.	Question the students on each block to make sure that they are understanding the tasks. Block 1- Can the pupil explain what the current punishments are in the UK? Can they form an opinion on whether these punishments are harsh enough? Block 2- Can the pupil describe what each aim of punishment is and describe with punishment would be which aim? (E.g. retribution- capital punishment). Block 3- Can the pupil evaluate religious attitudes towards punishment? Can they apply religious teachings like the parable of the sheep and the goat? Block 4- Can the pupil give an explanation for their design choices, linking to the topic? Are the aims of punishment evident in the design?

Graphic Design	1	Designing the poster for a film festival	Pupils will combine their investigation into different film genre, cities and font research to create a poster for a film festival. Tasks to include the following: Mind Map, Collage, Font Research, Design Development, Final Outcome.	Pupils will receive written feedback for each task that is submitted to the VLE.	By encouraging pupils to upload best work to the padlet. Referencing/ acknowledging excellent work when task setting i.e. well done to in the last task.....	Parents/carers can support learning by providing pupils with basic art equipment to include plain paper, pen, pencil, rubber, sharpener and pencil crayons.
Textiles	1	Understanding Basic stitches and Using knowledge to produce samples of work	Using the work of current Textiles Artists, pupils will explore drawing with thread, layers colours in thread, couching techniques and applique.	Pupils will need to photograph their work and submit evidence on the VLE by deadline. Written feedback will be given on the tasks.	By encouraging pupils to upload best work to the padlet. Referencing/ acknowledging excellent work when task setting i.e. well done to in the last task.....	Parents/carers can support learning by providing pupils with basic Textiles equipment to include Any fabrics (recycle old clothes), needle and thread (Any colour), pencil and scissors
Art and Design	1	Sarah Graham	Investigate and research the work of Sarah Graham. Apply this knowledge and understanding to the development of pupils own work, including drawings, photos and written responses.	Teachers will respond individually with written comments when appropriate.	By encouraging pupils to upload best work to the padlet. Referencing/ acknowledging excellent work when task setting i.e. well done to in the last task.....	Parents/carers can support learning by providing pupils with basic art equipment to include plain paper, pen, pencil, rubber, sharpner and pencil crayons.
Design & Technology	1	Year 9: Ergonomics, Modern materials, mechanisms, Designing for users	Researching (internet, Documentaries, TV programs, news articles) In addition to the tasks set we have also introduced: Weekly riddle (just for fun to encourage pupil/teacher interaction), Article of the week, Video of the week, Challenge of the week. We will also, as of next week be setting a 'choice challenge' whereby pupils will have a choice of two pieces of work to complete (or both if they wish).	Forum has been set up for each year group for pupils to ask questions and to post the answer to the weekly riddle. Two threads, one for the riddle and one for questions/communication. All teachers of DT have access to the forum.	Work promoted on DT Twitter page. Pupil of the week. Comments on work which has been uploaded (where possible). VLE Blog showcasing pupil work, encouraging parents to engage. This work will also act as a WAGOLL	Follow @HollingworthDT Twitter account. Support discussions around pupils work- especially design work which can be presented to a user. Encourage pupils to upload work to the VLE. Follow the D&T Blog on the VLE There will be a section on the blog for pupils/parents to contribute. How has Design, Technology and Engineering contributed to the fight against Covid 19? We are hoping to include YouTube videos, news articles, schools making PPE for example. Direct pupils to www.technologystudent.co.uk for support with the weekly tasks (links are provided on the task itself)
Drama	1	Devising project	Responding to stimulus to create an original idea for a piece of drama, which is then planned and scripted.	Feedback and questions answered to be given via VLE	Social media (with permission) and a display upon returning to school.	Help students understand the tasks and provide resources where necessary.

Dance	1	Professional Work (Matthew Bourne's Cinderella)	Research task around the company, choreographer and productions. This includes learning repertoire from the professional work and also creative task to be completed as a soloist.	Feedback and questions answered to be given via VLE	Work recorded as evidence and hopefully edited to collaborate all Year 9 Dance creative work.	Matthew Bourne has footage of productions on YouTube. Over the next three weeks some of his productions are being broadcast on Sky Arts and available on catch up. If this is accessible parents may want to watch with pupils (and pupils with get an understanding of his movement vocabulary).
Music	1	Dance Music	Music technology based composition and music design plus music theory.	Email/VLE	Social Media	Talk to them about what dance music was like when they were their child's age. Listen to their tracks as they progress, as you will really see a change over the weeks.
PE (core)	2	Home exercise	performing their own warm up and cool down, garden athletics, Nike NTC training app, and game based exercise tasks	Via the VLE.	Exercise examples posted on social media platforms. Also, "Home Learning Hero" nominated	Check the appropriate activities have been completed. Parents/brothers/sisters can also join in
PE (option group)	1	The Body Systems	Complete the set assignments on The EverLearner learning platform	Marking and Feedback via the EverLearner website. Pupil questions via the VLE	Individual response by teachers to acknowledge the completion of the tasks once they have been successfully completed on The EverLearner	Check the progress towards completion by viewing the "live data" on the dashboard tab on The EverLearner website. This will indicate the % towards completion as well as test scores.
PE (Option group)	1	Home exercise	performing their own warm up and cool down, garden athletics, Nike NTC training app, and game based exercise tasks	Via the VLE.	Exercise examples posted on social media platforms. Also, "Home Learning Hero" nominated	Check the appropriate activities have been completed. Parents/brothers/sisters can also join in
Food Technology	1	Afternoon Tea Project	Pupils will completing an individual design and make task on afternoon tea. Tasks will include research, existing product research, designing, planning and making of 2 dishes suitable for afternoon tea. Evaluation of completed dishes and final design work.	Feedback through the VLE with positive praise. We have set up a food technology forum for pupils to post questions/queries or help needed with the tasks set.	Chef of the week showcasing excellent work produced and dishes made.	Help to assist pupils in making their chosen design ideas for afternoon tea. Encourage pupils to become involved in making dinner regularly or desserts to keep up technical cooking skills. Upload photographs of completed dishes on the VLE.

<p>Media Studies</p>	<p>1</p>	<p>1: completion of DMj advertising simulation 2: Music project - Audacity -research of music industry - launch of new artist in a music genre of choice</p>	<p>1: design print ad (using either original digital image or hand drawn work) 2: design website - home page for the DMj website 3: written evaluation of project, watching you tube video documentary, viewing and annotation of music video, use of either hand drawn or original digital imagery in the launch of a new artist</p>	<p>written formative feedback</p>	<p>written feedback</p>	<p>Encourage discussion of design. How does design relate to design brief? Share ideas with peers/parents</p>
<p>Business Studies</p>	<p>1</p>	<ul style="list-style-type: none"> ● Aims & Objectives ● Sources of Finance ● Business Location ● The Marketing Mix ● Business Plans 	<p>Note taking off BBC Bitesize ("notes" can be in any format... PPT, traditional notes, information poster...) + quiz 80% minimum achievement required.</p>	<p>Pupils will upload revision notes of the topic theory & provide a screenshot of their quiz score.</p>	<p>Individual comments on what they have done well. Instruction to show someone at home the praise that they have been given and a request that that parent/carer comment in response to acknowledge their good work (where work is particularly good). Social media shout outs via DW.</p>	<p>Be interested. Send comments in response to mine.</p>
<p>PSHCE</p>	<p>1 Set every other week</p>	<p>Online safety (CEOP). Emotional Wellbeing.</p>	<p>True and false, case studies and advise, surveys/discussion with family</p>	<p>Respond to specific comments and questions asked via VLE</p>	<p>Social Media sharing of exceptional work submitted.</p>	<p>Continue to use the Mental Health support tips shared before the Easter break. Discuss sleep patterns and assist with creating a healthy sleep routine. https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf</p>