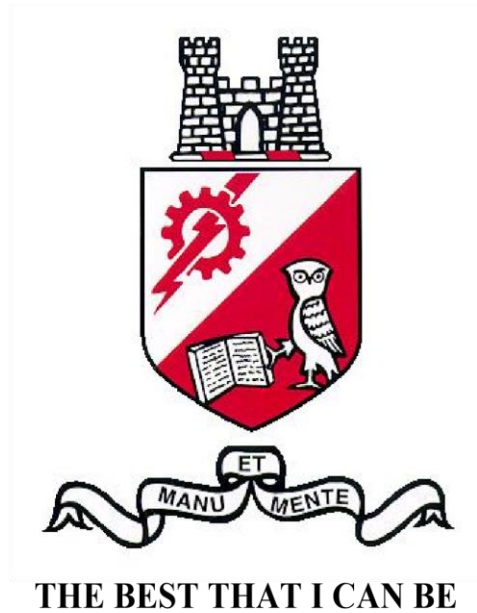


WEST HATCH HIGH SCHOOL



Key Stage 3 Course Outlines Year 8 2017/18

Year: 8

Key stage 3

Subject: ART AND DESIGN

Aims of the course

To develop students' knowledge, skills and understanding of art and design through practical work and looking at the work of other artists to enrich their own.

Still Life Painting Project autumn term. Accurate observation, construction techniques and graduation of tone to produce realistic still life drawings of objects on a tablecloth. After looking at the work of Cézanne these are enlarged to produce a still life painting.

Cubist Portrait Project, spring term. Pupils produce a self-portrait drawing from observation. After looking at cubism and the work of Picasso, they develop their own designs. The most successful idea will then be enlarged using oil pastels.

Printing Project, summer term. Pupils explore and develop ideas based on designs from different times and cultures. A final design is produced in colour using a printing process.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Still Life Painting Project Drawing, colour pencils and painting.	Still Life Painting Project Drawing, colour pencils and painting.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Spring term 2a	Spring term 2b
Cubist Portrait Project Drawing and Oil Pastels.	Cubist Portrait Project Drawing and Oil Pastels.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Summer term 3a	Summer term 3b
Printing Project Expressive heads, cultural patterns, lino.	Printing Project Expressive heads, cultural patterns, lino.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.

Homework that will be set (general)

A list of homework tasks for the year is provided in the front page of pupil's sketchbooks. Homework is also put on show my homework. A homework task will usually be set every three weeks taking approximately two hours and it is expected that pupils will complete these to the best of their ability.

Extra Curricular activities available

Opportunities are available for pupils to attend Monday after school to develop their **skills**.

Support available

The projects are made accessible to all pupils and differentiation is mainly by **outcome**, some pupils may need more help or extension activities.

Groupings or setting

All groups are mixed ability.

What parents can do to help

Parents can check on show my homework and in sketchbooks to ensure homework has been completed to the best of their child's ability and deadlines are met.

Member of staff to contact if you have any queries:

Mr G Hanley Head of Art and Design

Computer Science

Year: 8

Key stage 3

1 hour per week

The KS3 Curriculum covers the OCR GCSE (9-1) Computer Science specification J276, Section 2.2. These are broken down into modules and will be taught in parallel or overlap at some point throughout the year. The GCSE specification encompasses learning about all the elements that make up a computer system. 60% of this course is focussed on programming constructs and using the programming language Python, hence students are exposed to these topics in second year of key stage 3.

Aims of the course

- To provide a foundation for students to develop skills in using logic and computational thinking to solve a range of problems
- To provide a foundation develop technical knowledge of how computer systems work.
- Develop Digital literacy evaluating digital content and its impact on society
- To develop skills in effective collaboration and independent learning.

Programme of study for 2017/18 Computer Science

Year	Lesson Objectives	Term
8	Computer Hardware: It is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change	1
8	Computer software: it is a theoretical unit covering the basic principles of a computer system. Pupils will revise the different types of software available and needed for a computer system to run. The use of applications and systems software. They will also learn more about the operating system, the functions and the utility software available. They will link their previous learning and develop theoretical computer systems which are specific to user needs for example those with a disability.	2

8	Maths in computing To provide a simple and accessible explanation of the mathematical aspects of the computer science GCSE. This covers a range of mathematical components. Beginning with, relational operators and arithmetic operators. Leading on to working out modular in a programme. They will be learning about the denary number system which they use in maths, and will further their learning by introducing binary and hexadecimals. Finally, students will be how you can hold and store values in a computer programme and the different types of data you can use/store in a programme.	3
8	Algorithms: The unit is subdivided into six lessons (plus a test) in order to fit with most school timetables. It is a theoretical unit covering all of Section 2.1 of the OCR GCSE (9-1) Computer Science specification J276. The first lesson introduces the concepts of computational thinking; abstraction, decomposition and algorithmic thinking. Lessons on standard searching and sorting algorithms are followed by two lessons on developing algorithms using flow diagrams and pseudocode. The unit finishes with a lesson on interpreting, correcting and completing algorithms.	4
8	Programming constructs: The unit is subdivided into six lessons (plus a test) in order to fit with most school timetables. It covers the OCR GCSE (9-1) Computer Science specification J276, Section 2.2. The first lesson in the unit covers data types and arithmetic operations. Sequence and selection are covered in the next two lessons, followed by lessons where students are programming using Python. Although the lessons can be delivered without students having to use computers, they will benefit from translating their pseudocode solutions to program code and testing them. All the worksheets contain exercises which provide opportunities for practical programming in the language of choice. Sample solutions are provided in Python to many exercises.	5
8	Introduction to Python: An introduction to Python, a powerful but easy-to use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes	6

Homework that will be set (general)

Internet Based Research, Workbook Activities; Consolidation of classwork/ group work, Independent extension activities and Extension worksheets. All staff will be uploading each homework on the website ShowMyHomework.

Extra Curricular activities available

Skills Club (Computing for girls, App club, Build a computer club and Pi Club)

Assessment

End of Module Tests, Peer assessment and group presentation

End of each half term there will be a formal assessment which will be marked by staff. Progress checks are a result of classroom behaviour, attitude to learning and the results of these assessment.

Support available

All subject teachers. LSA Support www.bbcbitessize.co.uk/ks3/computing for revision on all units at KS3

Groupings or setting

Mixed ability groups.

What parents can do to help

Download Python 3.6.2 at home and buy a memory stick for students. Encourage their child to use computer at home to practice skills learnt in lessons or come to IT club. Help their child with homework where possible. Encourage their child to complete all homework. Where possible purchase computer science workbook for their child.

Member of staff to contact if you have any queries:

Head of Department – Mr David Howell dhowell@westhatch.essex.sch.uk

Head of KS3 in Computing - Miss Fahima Khanom fkhanom@westhatch.essex.sch.uk

Year 8

Drama

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Stage From Play Script Students will develop upon the skills learnt in year 7 in relation to the ways in which an actor can use and manipulate the space in which they are performing. This unit will be based around a script called Enies Illucinations	Sweeney Todd – Promenade Performance Students will be introduce to the Sweeney Todd text and investigate the historical context of the piece whilst developing clear characterisation for the protagonists. Students will apply the skills learnt in term 1A to create a promenade performance based in Victorian London
Assessment – Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.	Assessment - Filming of final performance piece, based on Sweeney Todd and the Promenade performance style
Spring term 2a Stage Combat and Physical Theatre Students will be introduced to the basic elements of a safe stage combat sequence. They will focus on the skills of timing, positioning and sequencing in order to link combat moves together successfully.	Spring term 2b Refugee Boy – ‘This War’ scene – Performance In the Round Students will be introduced to the story of Refugee Boy, before exploring the themes of the text (Persecution and Racism). Student will them apply the techniques learnt in terms 1a & 2a in order to create a performance. This should includes a stage combat sequence and be performed ‘in the round’
Assessment – Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.	Assessment - Filming of final performance piece
Summer term 3a	Summer term 3b
Theatre to Educate Student will learn how to explore the theme of ‘Social Media’. They will explore using their performance skills the potential dangers and benefits of the internet society we	Performance for a child audience Student will select on of Roald Dahl’s Revolting Rhymes to adapt and perform for a year 5-6 audience which could be performed during the near year 7 induction day. This will need to be performed in an End on configuration.

live in. Students will also learn about Augusto Boal's Forum Theatre.	
Assessment - Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.	Assessment - Filming of final performance piece.

Homework that will be set (general)

Homework will be set to support the work taking place in the classroom.
The regularity of this will depend entirely on the unit being studied and the demands of the work being carried out in class

Extra Curricular activities available

KS3 Drama Club – Wednesday 3:15 – 4:15

What parents can do to help

Talk to your son or daughter about their work in Drama. Encourage them **to** identify the skills they are developing – Concentration, Teamwork, Confidence etc

Try to expose them to a variety of different dramas, whether this is on **television**, at the cinema or, if possible at the theatre.

Member of staff to contact if you have any queries:

Mr Bell Head of Drama

Year Group: 8

Key stage 3

Subject: ENGLISH

Aims of the course

In Year 8 the curriculum is developed to:

Build on the skills and knowledge introduced in Year 7.

Develop reading skills, particularly deduction, inference and information retrieval.

Build confidence and ability in speaking and listening skills.

Develop writing ability, particularly essay skills and more formal styles.

Work is assessed using the National Curriculum Levels which are broken down into thirds, using a, b and c.

The Assessment Foci are employed to ensure that all aspects of the curriculum are addressed.

Programme of study by half term for 2017/2018

Autumn Term 1a –	Autumn Term 1b –
A unit on Charles Dickens' characters. The students will study Dickens as a writer, his style and how he creates characters. The unit is aimed at the development of language analysis, specifically looking at the characters and setting of 19 th century	The Great Gender Debate. The students will study gender studies and understand how gender inequality is a key issue in today's society. The students will look at a wide range of texts throughout their study on gender.
8H1 + 8W1 - The top sets will independently read <i>Great Expectations</i> by Charles Dickens.	8H1 + 8W1 - The top sets will independently read <i>Great Expectations</i> by Charles Dickens.
Spring Term 2a - Shakespeare	Spring Term 2b - Shakespeare
The students will study the Shakespearian play <i>Much Ado About Nothing</i> . They will focus on the study of dramatic techniques looking at character, action and narrative.	The students will study the Shakespearian play <i>Much Ado About Nothing</i> . They will focus on the study of dramatic techniques looking at character, action and narrative.
8H1 + 8W1 - A unit on Shakespearian comedy, alongside reading <i>Much ado about Nothing</i> .	8H1 + 8W1 - A unit on Shakespearian comedy, alongside reading <i>Much ado about Nothing</i> .

Summer Term 3a – Modern Novel	Summer Term 3b – Modern Novel
The students will read a modern novel either <i>A Monster Calls</i> by Patrick Ness for the mixed ability classes, or <i>The Book Thief</i> by Markus Zuszak for the top sets. The students will study the plot, themes, character and the writer's attitudes and ideas.	The students will read a modern novel either <i>A Monster Calls</i> by Patrick Ness for the mixed ability classes, or <i>The Book Thief</i> by Markus Zuszak for the top sets. The students will study the plot, themes, character and the writer's attitudes and ideas.
8H1 + 8W1 The top set students are to read <i>Fahrenheit 451</i> by Ray Bradbury at home.	8H1 + 8W1 The top set students are to read <i>Fahrenheit 451</i> by Ray Bradbury at home.

Member of staff to contact if you have any queries:

Mrs N Gill Head of English

Year Group: 8

Key stage 3

Subject: FOOD AND TEXTILES

Aims of the course

The Year 8 course in Food and Textiles will build on prior learning from Year 7, again pupils will be spending approximately 19 hours working in each area.

The Food course will enable pupils to learn how to cook a range of predominately savoury dishes safely and hygienically. The recipes are designed so that pupils acquire further skills and techniques in food preparation, with greater emphasis placed on finishing techniques for food presentation. The pupils will apply their knowledge of nutrition and healthy eating, consider the factors that affect food choice and availability and continue to develop an understanding of where their food comes from.

In Textiles pupils will learn about fabric construction and different techniques used to embellish fabric. Pupils will be involved in Design and Make Tasks that will enable them to acquire further skills in order to make functional products.

Programme of study by half term for 2017/18

Pupils will work for approximately 19 weeks in Food Technology before changing to work in Textiles Technology for the remainder of the year or vice versa.

Autumn Term: 1a	Autumn Term 1b
Food: Healthy Eating. Revising working safely, food safety, use of equipment, weighing & measuring. Cookery Skills: rubbing-in, peeling, slicing, combining, grating, use of hob and oven.	Food: Pasta and Sauces Cookery Skills: sauce making, pasta making, vegetable preparation, grating, slicing, chopping, draining, following a plan, time management.
Assessment 1 Evaluation of a Food Product	Assessment 2 Making of a Food Product
Spring term 2a	Spring term 2b
Food: Combining Ingredients to make food products. Cookery skills: cake making using whisking and creaming methods, pastry making, bread making, use of oven.	Textiles: Revise the use of the sewing machine and textiles equipment. Fabric construction. Practical Task: Cushion Cover
Assessment 3 End of Year Food Exam	Assessment 4 Machining Skills Test
Summer term 3a	Summer term 3b

Textiles: Surface decoration techniques such as: tie-dyeing, hand embroidery, embellishment. Practical Task: Cushion Cover	Textiles: Surface decoration techniques – appliqué Practical Task: Fabric Bunting
Assessment 5 Completed Cushion Cover	Assessment End of Year Exams

Homework that will be set (general)

Homework will:

Reinforce the content of the lesson so that students are secure with the concepts delivered

Involve research for future lessons

Involve preparation of ingredients for food practical lessons

Reflect on the lesson, especially practical lessons, and pupils will record their own and other people's opinions.

Extra Curricular activities available

Staff are available at break, lunch time and after school for assistance and help.

Support available

In some cases following consultation with the SEN Department in class support is provided and in all cases work is differentiated to meet the needs of the individual.

Groupings or setting

All groups are mixed ability.

What parents can do to help

Parents can check 'Show My Homework' and pupil's books to ensure homework has been completed.

Pupils should be encouraged to prepare their own ingredients prior to a food practical lesson. Please encourage your child to develop cooking skills at home and be prepared to taste. Your child's food products and provide them with feedback. When starting design projects encourage your child to visit a range of shops, galleries and museums to gain first-hand knowledge of existing products. Watch television programmes such as Masterchef, 'Food Unwrapped' and other cookery shows.

Member of staff to contact if you have any queries:

Mrs H Barnard

Head of Food and Textiles

Subject: GEOGRAPHY**Aims of the course**

The Year 8 Course is designed to build on the general knowledge and techniques acquired in year 7 and to provide a foundation of knowledge for GCSE. The syllabus also meets some requirements of the Programme of Study of the National Curriculum for Geography.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term: 1b
<u>Impossible Places</u> Students will look at what makes a place impossible and the global distribution of these places. This unit then looks at how human activity can create or change places that can be considered to be impossible to live in. Issues studied including problems of water supply in deserts, how plants and animals survive, how places like Las Vegas and Dubai can be made sustainable.	<u>Geography of My Stuff</u> This unit looks at where our food and clothes come from. Issues such as child labour in making clothes for Nike and Gap, Fairtrade and what we can do to reduce our carbon footprint will be studied. We look at Russia in terms of it being a super power. We study Russia's varying physical features and how the climate differs in different parts of Russia. Russia's trade and oil plays a big part in the superpower it is becoming.
Assessment Mojave Desert magazine article	Assessment Fiji water test
Spring term	
<u>Tectonic Hazards</u> This unit looks at causes and effects of volcanoes and earthquakes, and how people can try to predict, plan and manage these natural hazards. Examples from both the less and more developed world are used. There are opportunities for imaginative writing and research using ICT skills.	
Assessment Decision making exercise in a volcanic area.	
Summer term 3a & 3b	
<u>Tourism</u> This unit looks at what attracts tourists to an area and the global distribution of the world's main tourist attractions. The students will learn about the economic	

contributions that tourism can make, along with the positive and negative impacts of having an increased amount of people in an area.

Assessment
Travel guide

Homework that will be set (general)

Tasks are set regularly as appropriate. Some homeworks will form part of KS3 assessment pieces of work and may ask students to respond to assessment feedback.

Support available

Pupils are provided with differentiated material in order to support their learning. Teachers are also available to help students with their work if it is required.

Groupings or setting

Geography is taught in mixed ability groups within the bands.

What parents can do to help

Encourage use of the website and individual research using the internet. Encourage pupils to look up the location of places in an atlas. Encourage pupils to read newspapers/watch the news to keep up to date with current issues such as child labour and natural disasters.

Member of staff to contact if you have any queries:

Miss Z Barrett Head of Department

Miss N Lowry Head of Department

Year 8 Subject: HISTORY

Aims of the course

To promote the use of the 5 key Historical skills of chronology, Historical Interpretation, Historical Enquiry and Communicating about the Past through the study of Slavery and Civil Rights / The Industrial Revolution / WWI / WWII

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
The Slave Trade and the abolition of Slavery	The Civil Rights Movement
Assessment A booklet to explain the arguments in favour of the abolition of Slavery (Historical Enquiry)	Assessment
Spring term 2a	Spring term 2b
What was life like in the Industrial Revolution?	What was life like in the Industrial Revolution?
Assessment Research booklet on Children in the Mills (Historical Enquiry)	Assessment Which scientist made the greatest contribution to Industrial Revolutionary medicine? (Communicating about the Past)
Summer term 3a	Summer term 3b
WWI: causes, trench warfare, life on the homefront	WWII: causes, major battles and life on the homefront
Assessment Written essay to explain the causes of WWI	Assessment Summer exam assessing all 5 skills

Homework that will be set (general)

Various research / project work / extended written exercises / revision /

Support available

LSA support in class
Support sheets to help pupils with written essays. These include sentence starters and graphic outlines

Vocabulary sheets and skills guides

Groupings or setting

Form groups – mixed ability

What parents can do to help

Ensure set homework is completed – check diaries and show my homework
Ensure there is somewhere quiet to work.
Help with access to resources – internet / books / libraries

Member of staff to contact if you have any queries:

Miss M Marsden

Head of History

Year Group 8

Key stage 3

Subject: MATHEMATICS

Aims of the course

To offer students a varied & exciting range of mathematical activities.

To ensure students have established a good knowledge & understanding of the basic mathematical concepts.

To develop and practise mental arithmetic skills on a regular basis.

To practise and encourage non-calculator arithmetic.

Programme of study by half term

All students follow the same order of topics, but they are studied at an appropriate level by each teaching group from Grade 1 up to Grade 6 of the new GCSE specification

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none">• Working With Number• Shapes & Angles• Manipulating Algebra	<ul style="list-style-type: none">• Working With Number• Representing Data• Accuracy
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Each student will be assessed against the level of Mathematics they are working on
Spring term 2a	Spring term 2b
<ul style="list-style-type: none">• Construction & Measures• Sequences & Graphs• Perimeter, Area & Volume	<ul style="list-style-type: none">• Fractions & Decimals• Averages• Transformations & Symmetry
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Each student will be assessed against the level of Mathematics they are working on
Summer term 3a	Summer term 3b
<ul style="list-style-type: none">• Percentages & Ratio• Solving Equations & Inequalities	Revision of key topics from: <ul style="list-style-type: none">• Number

	<ul style="list-style-type: none"> Algebra
<ul style="list-style-type: none"> Probability 	<ul style="list-style-type: none"> Shapes & Measures Statistics
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Personalised 'End of Year' Student Assessment

Number, Algebra, Shape space & measure AND Handling data are the 4 main strands which relate to the 'National Numeracy Strategy'.

Homework

Written OR 'Mymaths' homework via the www.MyMaths.co.uk website will be set ONCE a week, linked to topics being taught in class. (Details on how to logon are on the school website AND will be given to students at start of year)

Extra Curricular activities available

Junior Maths Challenge for most able students

Support available

Teachers available for support during lunchtimes.

Library lunch passes for students to complete 'Mymaths' homework

Groupings or setting

All pupils are assessed in autumn term and placed into sets by ability.

Set movements take place throughout the year after assessments.

What parents can do to help

Practise mental arithmetic & basic numeracy skills.

Ensure pupil's homework is completed on time, is presentable AND is completed to the best of his/her ability.

Member of staff to contact if you have any queries:

Mr A. Russell - Head of Department or Mr S Hussain - KS3 Co-ordinator

Subject: MUSIC**Aims of the course**

- To introduce students to further principles of music by investigating a range of musical styles, ensembles and mixed media applications of music.
- Be able to critically listen to and appreciate a broad range of musical styles.

KS3 focuses on core skills namely Performance, Composition and Listening.

Cross-curricular links:

Numeracy and Literacy, Humanities through World music topics, ICT

Programme of study by half term for 2017/18

Please note: due to equipment requirements topics might be delivered in a different

Autumn Term: 1a	Autumn Term: 1b
Blues	Electronic Dance Music
Assessment <ul style="list-style-type: none"> • Formal and informal assessment of class performances. • Peer assessment of compositional tasks. • Teacher assessment of listening skills. 	Assessment <ul style="list-style-type: none"> • Formative assessment of EDM compositional features using Cubase group. • Extension of listening skills through peer assessment of completed projects.
Spring Term: 2a	Spring Term: 2b
Musical Ensembles	Music & The Media
Assessment <ul style="list-style-type: none"> • Continuous teacher-led assessment of performance and ensemble skills during practical tasks. • Listening skills assessed through weekly listening tasks. 	Assessment <ul style="list-style-type: none"> • Extension of research findings (homework) through reasoning skills. • Formative peer assessment of group projects.
Summer Term: 3a	Summer Term: 3b
Britpop	Britpop Remix
Assessment <ul style="list-style-type: none"> • Formal and informal assessment of group composition performances. • Cross-curricular outcome of research on the recording industry in Britain. 	Assessment <ul style="list-style-type: none"> • Formative assessment using Cubase group compositional skills. • Teacher-led summative assessment of completed projects / performances.

order to the stated below:

Homework that will be set (general)

- ☐ Lesson reflections.
- ☐ Assessment preparation.
- ☐ Research tasks.
- ☐ Additional listening exercises

Extra Curricular activities available

- ☐ School band
- ☐ Lower School Choir
- ☐ Music technology club
- ☐ Instrumental lessons

Support available

- ☐ LSA staff present in some classes.
- ☐ KS4 Music prefects can be made available.
- ☐ Music staff available by appointment during lunch.

Groupings or setting

Music is taught in mixed ability groups, opportunities for development of G&T students through promotion of leadership roles; support for SEN through differentiation by outcome, task and support.

What parents can do to help

- ☐ Monitor and assist students with homework tasks.
- ☐ Provide opportunities for students to play a musical instrument.
- ☐ Make a musical instrument available for home use.
- ☐ Make a computer with music software available for home use.

Member of staff to contact if you have any queries:

Miss E Martin
Head of Music

Subject: PHYSICAL EDUCATION

Aims of the course

To provide all pupils with an enjoyable, satisfying and balanced curriculum and the opportunity to develop physically, socially and cognitively.

The curriculum offers a comprehensive range of activities and roles to meet the needs of all pupils allowing them to develop skills, make and apply decisions, develop their physical and mental capacity, evaluate and inform and make informed choices about healthy, active lifestyles.

Programme of study by half term for 2017/18

Pupils have 2 x 1 hour PE lessons per week. Activities covered throughout the year will come from a minimum of two of the areas below:

- Outwitting opponents: rugby, football, netball, hockey, basketball, tennis, rounders
- Accurate replication of skills: gymnastics, swimming, personal survival
- Performing at maximum levels: athletics
- Exercising to improve one's health: fitness
- Exploring and communicating ideas: dance

Pupils are assessed at the end of each block of activity according to National Curriculum Level data and also given an effort grade. Both results are recorded on our central tracking database and also in the pupils KS3 planner.

Assessment

Pupils are assessed every 6 weeks in the two sports they are taking part in. When the Progress Checks are completed this will represent the average grade the pupil has achieved throughout all sports. If pupils work below their target they will be asked to attend an extra-curricular activity e.g. Fitness/Netball club.

Homework that will be set (general)

Homework is to practice further skills developed in lessons or to research particular sports on the internet.

Attendance at, at least one extra-curricular sports club per week is recommended.

Extra Curricular activities available

A full and varied extra-curricular sports programme exists for all pupils in the school and a wide range of inter-school matches are played throughout the year.

Support available

Support is available for students following consultation with learning managers and SEN Department.

Groupings or setting

Pupils in Year 8 are grouped according to their practical ability.

What parents can do to help

Encourage their child to attend extra-curricular sports clubs

Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons. This is the Government's minimum requirement.

Member of staff to contact if you have any queries:

Mrs Reid Head of PE
Mr D'Silva Head of Boys PE

Year Group: 8

Key stage 3

Subject: PSHEE & Citizenship

Aims of the course

The aim of the PSHEE & Citizenship programme is to support the personal, social and economic development of students, ensuring that they acquire the knowledge, understanding, skills and attitudes that will enable them to make informed decisions regarding their health, emotions, relationships, personal finance, academic study and future careers. PSHEE & Citizenship also aims to develop their knowledge and understanding of society and how it works, together with their rights, responsibilities and duties as a citizen of both the community in which they live and the wider society. The programme is delivered through focussed project based tasks delivered as part of their tutor programme, a series of drop down activities hosted by supporting agencies and guest speakers.

Programme of study for each term 2017-2018:

Course Structure
The PSHEe & Citizenship programme runs on a five year cycle. The programme runs throughout the academic year with learning focussed upon a number of key topics throughout this time. Students will participate in group tasks to engage, enthuse and develop their understanding of the topic covered. Students will work with peers of varied age and ability levels. PSHEe & Citizenship is a dynamic subject that is required to adapt to the ever-changing needs of its learners and the society in which it exists.
Autumn Term:
Students will develop their understanding and knowledge of the following topics: Health: Mental Health, diet and exercise, Addiction- Smoking and alcoholism
Spring Term:
Students will develop their understanding and knowledge of the following topics: Political system-political parties, elections, roles of a citizen. The Justice system and human rights. Finances – credit and debt. British values and diverse cultures.
Summer Term:
Students will develop their understanding and knowledge of the following topics: Sexual education- relationships, laws, safety, sexuality, confidence and self esteem

Homework that will be set (general)

Students will be required to conduct independent research in order to enable them to contribute to class based activities.

Extra-Curricular activities available

Work Shadowing
Work experience
Careers Interviews
Guest speakers
Drop Down Days

Support available

LSA support for individual pupils where necessary.

Groupings or setting

Pupils are taught in Form Groups by their form tutors.

What parents can do to help

Encourage an awareness of the news and current events
Allow and encourage discussion of the topics being covered
Encourage students to seek support from staff when required

Member of staff to contact if you have any queries:

Mr Coffey/Mr Heeks
Head of PSHEE &Citizenship

Year Group: 8

Key stage 3

Subject: Product Design

Aims of the course

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils will acquire a broad range of subject knowledge and draw on other subjects such as mathematics, science, computing and art. They will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Sketching Skills	Mood Light designing and planning - Plastic elements and processes.
Assessment Sketching Skills	Assessment Manufacturing
Spring term 2a	Spring term 2b
Mood light Making - making processes Moodlight evaluation	Pewter Casting project Research & Designing jewellery based product.
Assessment Making based assessment	Assessment Evaluation based assessment
Summer term 3a	Summer term 3b
Pewter Casting Planning Pewter Casting Making	Pewter Casting Evaluating End of year examination
Assessment Completed product assessment	Assessment End of Year Exam

The assessments cover the five different areas of design and technology - Research, Design, Planning, Making and Evaluation. Therefore, there can be some variation of the grade achieved by pupils in different areas even if they are making good progress within the subject.

Homework that will be set (general)

Homework will be set regularly to reinforce the teaching and learning during the five stages of the design process, that of Research, Designing, Planning, Making and Evaluating.

Extra Curricular activities available

During the making of products students will be expected to attend extra curricular sessions if their work falls behind for any reason. Staff are on hand at any point during the school day for any questions or queries.

Support available

Support is available for students following consultation with learning managers and SEN Department, also work is differentiated for individual students to suit their learning

Groupings or setting

All groups are mixed ability within the structure of the school strands.

What parents can do to help

Provide your son/daughter a quiet place to do homework
Show interest in what work they are doing, ask to see their design work and their finished products. Every product is theirs and will be taken home.
Contact the department without hesitation if you have concerns.
Read through the assessment criteria for each area and help your son/daughter understand how to achieve and progress.

Member of staff to contact if you have any queries:

Mr L Taylor

Year Group: 8

Key stage 3

Subject: RELIGIOUS STUDIES

Aims of the course

To enable young people to grow in their spiritual and moral awareness and to develop understanding of, and respect for, people of different faiths and cultures. Pupils will be encouraged to reflect upon their own beliefs and values as well as those of the six major world religions. In so doing we seek to contribute to the vision expressed in the Essex Curriculum Statement.... *'that all, for the benefit of all, are able to shape their destinies and create a better world'*.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Morality & Ethics	Medical Ethics
Assessment GCSE style assessment on Morality & Ethics	Assessment GCSE style assessment on medical ethics
Spring term 2a	Spring term 2b
First Give	Medical Ethics
Assessment Presentation about their chosen charity	Assessment GCSE style assessment on Medical Ethics
Summer term 3a	Summer term 3b
Holocaust & genocide	Holocaust & genocide
Assessment End of Year Exam	Assessment GCSE Style Assessment

Homework that will be set (general)

Homework will be set fortnightly as only 1 lesson of Religious studies each week.

Extra Curricular activities available

Spring / Summer trip to a Gurdwara.

Support available

School Library and Homework Club.

Groupings or setting

Groups will be banded throughout Humanities subjects.

What parents can do to help

- Check the learning gateway for homework that is set and deadlines
- Go over lesson content and discuss their learning
- Help pupils with research and revision before assessments

Member of staff to contact if you have any queries:

Head of RS

Mrs K Bowman

Year Group: 8

Key Stage 3

Subject: SCIENCE

Aims of the course

Pupils in year 8 will complete the remainder of KS3 in 1 year, allowing them to begin working towards their GCSEs in year 9. We aim to give pupils a thorough grounding in the sciences and the scientific method, as well as developing their personal learning and thinking skills.

Pupils will cover 6 topics, each lasting approximately 6 weeks. These topics cover a diverse range of subjects, from traditional biology, chemistry and physics, to environmental science and psychology.

There will be a test at the end of each topic and an end of year examination, which will cover all but the last topic of the year (Forensic Science). A particular emphasis is placed on scientific and mathematical skills, as these are vital to enable pupils to succeed at GCSE and beyond.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Life and Living Processes 2	Particles and Materials 2
Assessment: Life and Living Processes 2 Test	Assessment: Particles and Materials 2 Test
Spring term 2a	Spring term 2b
Energy 2	Interdependence 2
Assessment: Energy 2 Test	Assessment: Interdependence 2 Test
Summer term 3a	Summer term 3b
Forces 2	Forensic Science

Assessment:

Forces 2 Test

Assessment:

End of Year Exam
Forensic Science Test

Homework that will be set (general)

Homework relating to the topic pupils are studying will be set once a week. Homework may include a written task, research, revision or exam questions. Some longer project based work may also be set. Deadlines and details of the tasks will be posted on Show My Homework to enable parents to ensure their children are up to date.

Extra Curricular activities available

The department has an active science club that runs at lunch time, open to year 7 and 8. The club offers activities such as fingerprinting, flame tests, making slime, making a wormery, fruit cell batteries and investigating non-Newtonian fluids.

Support available

Pupils may seek help from their subject teacher at any stage. Additional support materials can be found on the student area of the Learning Gateway.

Groupings or setting

There is one top set on each side of the year, West and Hatch. All other groups are mixed ability. Groupings are reviewed after each test and pupils may move as necessary.

What parents can do to help

Parents can help by ensuring pupils are keeping up with homework – details and deadlines can be viewed by parents on Show My homework. Parents can also discuss targets set on the assessment feedback sheets with their child, to reinforce what their child needs to do to progress.

Member of staff to contact if you have any queries:

Mr G Hikel – Head of Department Mrs R Ali – KS3 Coordinator

Subject: Spanish

Aims of the course:

Pupils will study: friends and freetime; TV, film and holidays and shopping. Students will learn to use the present, near future and preterite tenses.

Programme of study by half term for 2017/2018

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • Introducing myself • Describing my friends • My town and free time • Simple future and present tenses 	<ul style="list-style-type: none"> • T.V • Film • Making a date • Making excuses • Developing reading skills
Assessment Speaking and listening assessment Role-play: Interview	Assessment Writing assessment: email declining a date Reading assessment
Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"> • Free time, holidays and preterite tense • Giving opinions using preterite tense • Comparing present and preterite tenses. 	<ul style="list-style-type: none"> • Breakfast and the time • Market and numbers • Restaurant and forms of address • Talking about a special meal using the preterite tense.
Assessment Speaking assessment: Presentation on holiday experiences and dreams. Listening assessment	Assessment Writing assessment: Imaginative text describing dinner with a celebrity. Reading assessment.
Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"> • Clothes and adjectives • School uniform • This and these • Comparisons and superlatives • Talking about a shopping trip • Present, simple future and preterite tense 	<ul style="list-style-type: none"> • Spanish literature focus
Assessment	Assessment

End of Year exams: Speaking on recent shopping trip and future events Listening assessment.	
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Homework that will be set (general)

Research, learning vocabulary, reading exercises and mini presentations (written and spoken) will be set. Homework should be weekly and last between 20 and thirty minutes.

Support available

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| <ul style="list-style-type: none">• Work is differentiated for pupils for different abilities.• Vocabulary provided |
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Groupings or setting

1 top set, the rest of the year is mixed ability.

What parents can do to help

Contact Head of Department or subject teacher with any queries. Help student practice vocabulary at home. Use websites eg. Linguascope and atantot.

Member of staff to contact if you have any queries:

Head of Department: Mrs Gambino