

WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 3 Course Outlines Year 7 **2017/18**

Year Group: 7

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. Imaginary Fish Project (Repeat Pattern) autumn term. Accurate observation produces realistic drawings. Designs are developed by experimenting with shape, repeat pattern and colour. Pupils enlarge and refine their chosen design and paint it using a restricted palette of two colours plus white. Fantastic Animal Project (Piggy Bank) spring term. Pupils make realistic observations of different animals. They synthesise these observations to form designs, which are then produced in three dimensions using clay, and painted using either hot or cold colours. Symmetrical Mask Project, summer term. Designs reflect different cultures and a variety of techniques including chalk pastels and ICT.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Imaginary Fish Project (Repeat Pattern) Drawing, Felt tip and painting.	Imaginary Fish Project (Repeat Pattern) Drawing, Felt tip 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
Fantastic Animal Project (Piggy Bank) Drawing and sculpture.	Fantastic Animal Project (Piggy Bank) Drawing and sculpture.
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
Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT	Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT
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 homework 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

Year: 7

Key stage 3

1 hour per week

Subject: Computer Science

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 why students are exposed to these topics in 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
7	E-safety: This unit is broken down into various sub-topics which are moral, legal, and environmental concerns. Students will be able to understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Students will also be able to recognise inappropriate content, contact and conduct and know how to report concerns. Copyright and plagiarism issues are two major aspects covered so students can create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	1
7	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.	2

7	<p>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</p>	3
7	<p>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.</p>	4
7	<p>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</p>	5
7	<p>Mini programming project: This module is linked to the previous 3 modules. This project ties in all the three modules together where students are given a scenario. Students will analyse the detailed requirements and, using suitable algorithms, design a solution to be coded in a suitable high-level programming language (Python). They will show the iterative development of the individual solutions with suitable testing throughout the process. Test the final product and evaluate their solution against the detailed requirements you identified in the analysis.</p>	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

Subject Drama**Aims of the course**

To enable students to:

- Understand and demonstrate the basic skills and techniques necessary for meaningful drama to take place
- Work in mixed groups of varying sizes (including individually), developing the ability to negotiate and make decisions as part of a group
- Understand how use of space, movement and voice communicate meaning and evaluate that use
- Show a developing ability to improvise and create spontaneous Drama
- Reflect upon and respond constructively to their own work and that of others in the class through verbal feedback, using correct technical language
- Reflect on their own strengths and weaknesses and set SMART targets to help improve their skill level.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
<p>Drama has 6 C's Introductory skills teaching the structures and expectations in Drama Develop underpinning skills of Collaboration, Concentration, Communication, Confidence Creativity and Commitment</p>	<p>Storytelling and Narrative An introduction to the ways in Drama techniques can be used to tell a story. The Roald Dahl story of Matilda will be used to explore the basic Drama techniques used to engage an audience.</p>
<p>Assessment Baseline Assessment Tasks based on the three Drama strands – Creating; Presenting; Responding This is not a unit which is assessed on a performance piece. Students are assessed on an ongoing basis, during lessons and the task set (relating to each of the 6 c's)</p>	<p>Assessment Progress is tracked through observation of practical work and the completion of a range of practical tasks. Videoed assessment at the end of scheme</p>

Spring term 2a	Spring term 2b
<p>The Art of Mime Developing the skills required for effective non –verbal communication. Explore and develop mime skills-body language, gesture, facial expression, comic timing. Use of Physical expression, Developing Focus and Concentration.</p>	<p>Silent Movies Extending and developing mime skills. Introduction to genre, and the conventions of the style. Observe and practice use of comic timing (Charlie Chaplin’s The Kid used to support exploration) Exploring moods created by music, use of appropriate music, tell stories without words Use of captions. Developing Stock Characters through the application of Stereotypes (Hero, Villain...)</p>
<p>Assessment Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.</p>	<p>Assessment Filming of final performance piece, based on either the story of the poor wretch or a Silent Movie in response to musical stimulus.</p>

Summer term 3a	Summer term 3b
<p>Improvisation Develop improvisation skills through games/stimulation's/texts. Understand the rules of a successful improvisation. Learn how to role play effectively Learn about accepting vs. blocking Explore the importance of character/plot and sub plot Develop creativity and team improvisation skills. While learning to improvise the students will use Hot seating, Thought Tracking and Narrating an improvisation.</p>	<p>How to act? Student will work in small groups to create an instructional video which highlights the key skill and techniques which have been learnt during the year. Student will need to develop their understanding of key subject specific language. Perform clear examples of each of the key skills. During the unit students will learn the basics of film making including Shot Sizes, Camera Operation and Sound Recording. The key techniques will include:- Still Image, Narration, Thought Tracking, Hot Seating and Staging Styles</p>
<p>Assessment Progress is tracked through observation of practical work. Skills used will be assessed through specific tasks relating to the rules of improvisation and the key techniques mentioned above.</p>	<p>Assessment. Continual assessment of the rehearsal process each lesson and Final film created by each group.</p>

Homework that will be set (general)

Homework will be set to support the work taking place in the classroom. This will vary in conjunction with the scheme of work and the level of work needed to be completed at home.

Extra-Curricular activities available

KS3 Drama Club

Each Wednesday after school – 3.15 – 4.15pm

Groupings or setting

All Drama classes are taught in mixed ability groups

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: 7

Key stage 3

Subject: ENGLISH

Aims of the course

<p>In Year 7 the National Curriculum aims to:</p> <p>Build on the achievements of the KS2 curriculum in reading, writing and speaking and listening.</p> <p>Provide a range of reading and writing experiences in fiction and non-fiction, poetry and drama.</p> <p>Improve all aspects of mechanical accuracy and the skills of planning, drafting and editing.</p> <p>Foster independent learning and promote an enjoyment of the subject.</p> <p>Work is marked using National Curriculum Levels, which are differentiated into thirds, using a, b and c. Targets are set regularly for improvement.</p> <p>The national Assessment Foci are used to ensure that all aspects of the curriculum are assessed.</p>

Programme of study by half term for 2017/2018

Autumn Term 1a: Gothic Literature	Autumn Term 1b: Cultural Poetry
<p>This unit is about the study of Gothic Literature. Students will have a firm grasp of core concepts in Gothic fiction, from setting and characterisation to plot concerns and thematic motifs.</p>	<p>Explore how Culture is presented in the poems. Consider narrative viewpoints; focus on use of language, poetic devices and structure. Developing reading skills: reading for meaning, retrieving and interpreting ideas and information, use of quotation, poet's use of language and structure and some awareness of the context in which poems were written.</p>
<p>7H1 + 7W1 - Top sets will independently read the novel <i>Frankenstein</i> by Mary Shelley.</p>	<p>7H1 + 7W1 Top sets will independently read the autobiography <i>I am Malala</i>.</p>
Spring Term 2a: Introduction to Shakespeare	Spring Term 2b: Introduction to Shakespeare
<p>Students will read and study a range of extracts from Shakespeare plays. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories.</p>	<p>Students will read and study a range of extracts from Shakespeare plays. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories.</p>
<p>7H1 + 7W1 - The top sets will study a unit on Shakespearian Tragedy.</p>	<p>7H1 + 7W1 - The top sets will study a unit on Shakespearian Tragedy.</p>

Summer Term 3a: Modern Novel	Summer Term 3b: Modern Novel
Students will read and study a novel. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories. The mixed ability classes will study the novel <i>Trash</i> by Andy Mulligan and the top sets will read <i>Northern Lights</i> by Phillip Pullman.	Students will read and study a novel. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories. The mixed ability classes will study the novel <i>Trash</i> by Andy Mulligan and the top sets will read <i>Northern Lights</i> by Phillip Pullman
7H1 + 7W1 Students to independently read <i>The Subtle Knife</i> and <i>The Amber Spyglass</i> , this term and into the summer holidays. The two novels follow <i>Northern Lights</i> as part of <i>His Dark Materials</i> an epic trilogy of fantasy novels by Philip Pullman.	7H1 + 7W1 Students to independently read <i>The Subtle Knife</i> and <i>The Amber Spyglass</i> , this term and into the summer holidays. The two novels follow <i>Northern Lights</i> as part of <i>His Dark Materials</i> an epic trilogy of fantasy novels by Philip Pullman.

Member of staff to contact if you have any queries:

Mrs N Gill
Head of English

Subject: FOOD AND TEXTILES

Aims of the course

Pupils will have the opportunity to work with both Food and Textiles during Year 7, spending approximately 19 hours in each area.

Whilst working with Food pupils will learn how to cook a range of predominately savoury dishes safely and hygienically, using equipment and acquiring practical skills/techniques. Pupils will learn about healthy eating through studying the 'eatwell guide', be encouraged to use the 'eight tips for healthy eating' and develop an understanding of the function and sources of the five main nutrients, water and fibre. Pupils will develop a greater understanding of where their food comes from.

In Textiles pupils will learn how to use textiles equipment safely. They will find out about fabric properties and different methods to add colour to fabric. Pupils will become competent at using the sewing machine and be able to construct basic textiles products, such as Juggling Bags and a Pencil Case, including inserting a zip.

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: Where food comes from. Working safely, food safety and hygiene. Investigating Cookers and other food related equipment. Cookery Skills: bridge hold, claw grip, slicing, grating, boiling, simmering, use of hob and grill.	Food: Weighing and measuring. Healthy Eating and Nutrition. Cookery Skills: peeling, chopping, melting, mixing, use of oven, rubbing-in method, kneading and shaping.
Assessment 1 Baseline Testing in Food	Assessment 2 Product Analysis
Spring term 2a	Spring term 2b
Food: Vegetables and Soups. Cookery Skills: vegetable preparation, following a plan, time management.	Textiles: Working safely in Textiles. Fabric properties. Use of the sewing machine and other textiles equipment.
Assessment 3 End of Year Food Exam	Assessment 4 Baseline Testing in Textiles
Summer term 3a	Summer term 3b
Textiles: Applying colour to fabric. Practical Task: Juggling Bags	Textiles: Practical Task: Fabric Pencil Case, including inserting a zip.

Assessment 5 Using the sewing machine to produce an open seam	Assessment End of Year Textiles Exam
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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. 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

Year Group 7

Key stage 3

Subject FRENCH

Aims of the course: to deepen students knowledge and cultural awareness of the French language in all 4 skills, reading, writing, listening and speaking.

Programme of study by half term for 2017-18

Autumn Term: 1a <ul style="list-style-type: none">• greetings,• character• looks	Autumn Term 1b <ul style="list-style-type: none">• Phonics• -er verbs• Subjects and opinions• Time and lessons• School food
Assessment Speaking	Assessment Speaking – my school Writing and Listening – Bullet points responses
Spring Term : 1a <ul style="list-style-type: none">• Technology• Sports and hobbies• Weather• Likes and dislikes	Spring Term 1b <ul style="list-style-type: none">• My town• Il y a (what there is)• On peut (what you can do)• directions
Assessment Reading on hobbies	Assessment Speaking –Town Role play
Summer Term : 1a <ul style="list-style-type: none">• future tense• future and present tense• getting ready to go out	Summer Term 1b <ul style="list-style-type: none">• au café• high numbers• holiday plans• literary texts
Assessment Reading	Assessment End of year exams L5 – listening and writing – Respond to photo

Homework that will be set (general)

Research, learning vocabulary, completing on-line learning and activities, reading comprehensions, translations into and out of French, preparing mini presentations (written and spoken) will be set. Homework should be weekly and last between thirty minutes and an hour.

Extra Curricular activities available

French club

Support available

Work is differentiated for pupils for different abilities.

Groupings or setting

Mixed ability, within the bands

What parents can do to help

Contact Head of Department or subject teacher with any queries.

Help student practice vocabulary at home.

Use the learning gateway links to websites eg. Linguascope.

Member of staff to contact if you have any queries:

Mrs Gambino/ Miss Dawkes

Year Group: 7

Key stage 3

Subject: GEOGRAPHY

Aims of the course:

The Year 7 course is designed to introduce students to the subject and acquire the basic geographical skills which form the foundation of work higher up the school. The syllabus meets some of the requirements of the National Curriculum for Geography.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
<u>Map skills</u> This introduces mapwork skills such as grid references, compass directions, measuring distance and reading an Ordnance Survey Map. Students will then apply these skills to plan an expedition through the Brecon Beacons. They will have to consider the positive and negative impacts of tourism and how they could protect the environment.	<u>Wonderful World</u> This unit tries to foster an appreciation of the beauty of our planet, as well as some of the mysteries of the natural world. They learn basic details of the Continents and Oceans of the World.
Assessment Test on mapwork skills	Assessment Rainforest story board
Spring term 2a	Spring term 2b
<u>Cool Geography</u> This topic will look at glaciers and ice sheets in different parts of the world. In particular students will study the landscapes and animal life including polar bears in the Arctic and penguins in Antarctica.	<u>Urban and rural environments</u> This unit looks at the diversity of physical and human geography of the country we live in. Topics studied include the contrasts in landscapes, the multicultural diversity, why our weather is so varied, and differences between North and South Britain. The final topic looks at Britain's role within Europe and the Commonwealth.
Assessment Oil pipeline decision making	Assessment Test on weather patterns and population variations in Britain
Summer term	

Rivers and Floods

On this unit river processes and landforms are studied and the impact they have on people. Case studies of floods in different parts of the world will involve student research and ICT skills. We hope to arrange fieldwork in Epping Forest for some students.

Skills test where pupils will have to interpret a hydrograph.

Homework that will be set (general)

Tasks are set regularly as appropriate. Some homeworks will form part of KS3 assessment pieces of work.

Support available

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

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 them to use the Mapzone website and Ordnance Survey maps as much as possible to refine their map reading skills. 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 Group: 7

Key stage 3

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 Medieval Realms / Henry VIII and the Break with Rome / London through time.

Programme of study by half term for 2017/2018

Autumn Term: 1a	Autumn Term 1b
Medieval Realms	Medieval Realms
Assessment Traveller's Guide to life in Medieval Baghdad (Historical Enquiry)	Assessment Written essay to explain why William the Conqueror won the Battle of Hastings (Communicating about the Past)
Spring term 2a	Spring term 2b
Henry VIII and the Break with Rome	Henry VIII and life in Tudor Times
Assessment Written essay to explain why Henry VIII left the Catholic Church (Communicating about the Past)	Assessment
Summer term 3a	Summer term 3b
How did London change through time?	How did London change through time with a case study of Jack the Ripper
Assessment Written essay to explain the changes and continuities related to London's history	Assessment Summer exam assessing all 5 skills

Homework that will be set (general)

Various research / questions / extended written exercises / revision / etc.

Support available

Essay templates and sentence starters
Vocabulary sheets
Thinking skills exercises

Groupings or setting

Form groups – mixed ability

What parents can do to help

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

Member of staff to contact if you have any queries:

Miss M Marsden
Head of History

Year Group: 7

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.

To ensure the competent use of calculators.

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 below Grade 1 up to Grade 5 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 <ul style="list-style-type: none">• Percentages & Ratio• Solving Equations & Inequalities• Probability	Summer term 3b Revision of key topics from: <ul style="list-style-type: none">• Number• Algebra

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

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

Pupils will be placed into sets in September based on their Key Stage 2 results and teacher assessment.

Set movements take place throughout the year after assessment tests.

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

Mr S Hussain - KS3 Co-ordinator

Year Group: 7

Key stage 3

Subject: MUSIC

Aims of the course

- To introduce students to the foundations of music by investigating a range of musical styles and genres.
- 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 2017/2018

Please note: due to equipment requirements topics might be delivered in a different order to the stated below:

Autumn Term: 1a	Autumn Term: 1b
Singing	Introducing Music Technology
Assessment <ul style="list-style-type: none">• Formal and informal assessment of class performances.• Peer assessment of singing activities.• Teacher assessment of pitch, note values and rhythm	Assessment <ul style="list-style-type: none">• Formative assessment of Cubase group project.• Extension of listening skills through peer assessment of completed projects.
Spring Term: 2a	Spring Term: 2b
Producing Popular Music	African Music
Assessment <ul style="list-style-type: none">• In-lesson formative teacher assessment of composition skills.• Peer assessment of pair composition activities.	Assessment <ul style="list-style-type: none">• Continuous teacher-led assessment of performance and compositional skills during practical tasks.• Listening skills assessed through weekly listening tasks.
Summer Term: 3a	Summer Term: 3b
Guitar	Bands

<p>Assessment</p> <ul style="list-style-type: none"> • Formal and informal assessment of class performances. • Peer assessment of rap compositional tasks. 	<p>Assessment</p> <ul style="list-style-type: none"> • Continuous teacher-led assessment of performance and compositional skills during practical tasks. • Small group band skills assessed through concert performances.
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Homework that will be set (general)

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| <ul style="list-style-type: none"> <input type="checkbox"/> Lesson reflections. <input type="checkbox"/> Assessment preparation. <input type="checkbox"/> Research tasks. <input type="checkbox"/> Additional listening exercises |
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Extra Curricular activities available

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> School band <input type="checkbox"/> School Choir <input type="checkbox"/> Music technology club <input type="checkbox"/> Instrumental lessons |
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Support available

- | |
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| <ul style="list-style-type: none"> <input type="checkbox"/> LSA staff present in some classes. <input type="checkbox"/> Music department prefects can be made available. <input type="checkbox"/> Music staff available by appointment during lunch. |
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Groupings or setting

<p>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.</p>

What parents can do to help

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| <ul style="list-style-type: none"> <input type="checkbox"/> Monitor and assist students with homework tasks. <input type="checkbox"/> Provide opportunities for students to play a musical instrument. <input type="checkbox"/> Make a musical instrument available for home use – guitar or keyboard recommended. |
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Member of staff to contact if you have any queries: Miss E Martin

Year Group: 7

Key stage 3

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 2017/2018

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 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

Groups in Year 7 work in single sex mixed ability classes initially, and after October ½ term 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: 7

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: 7

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
Introduction to the subject Health and safety Sketching Skills	Sketching skills Wood and wood products as a resource, Research & Design steady hand game
Assessment Assessment Task 1 – Sketching Skills	Assessment Assessment 2 – Manufacturing
Spring term 2a	Spring term 2b
Planning, making and testing steady hand game	Gadget tidy Plastic based Products Research & Planning
Assessment Assessment 3 - Designing	Assessment Assessment 4 – Evaluation
Summer term 3a	Summer term 3b
Making Plastic elements and assembling Gadget tidy	Evaluation of product End of year test
Assessment Assessment 5 – Finished Product	Assessment Assessment 6 - End of Year Exam

Homework that will be set (general)

Homework will be set regularly to reinforce the teaching and learning during the design and research of each product, and review the making and evaluating of the product.

Extra Curricular activities available

During the making of products students will be expected to make arrangements with their teachers to catch up with any work that they miss.

Support available

A variety of support is available for students following consultation with learning managers and SEN Department

Groupings or setting

All groups are mixed ability within 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. Make sure they show you their design work and finished product
Contact the department without hesitation if you have concerns.

Member of staff to contact if you have any queries:

Mr L Taylor

Mr J Limon

Mr N Bell

Year Group: 7

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
Why Religious Studies?	The Life of Christ
Assessment Project about either Islam, Hinduism, Sikhism or Judaism	Assessment GCSE style assessment on the Life of Christ
Spring term 2a	Spring term 2b
Inspirational Figures	Inspirational Figures
Assessment GCSE style assessment on Inspirational Figures	Assessment GCSE style assessment on Inspirational Figures
Summer term 3a	Summer term 3b
Five Pillars	Festivals
Assessment The end of year examination	Assessment GCSE style assessment on Festivals

Homework that will be set (general)

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

Extra Curricular activities available

Visits from members of local faith groups
Visit to local church

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:

Mrs K Bowman

Year Group: 7
Subject: SCIENCE

Key Stage 3

Aims of the course

Pupils in year 7 will complete KS3 over 2 years, allowing them to spend longer on their GCSEs. 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 complete an introductory topic, covering key science skills and lab safety. They will then move on to cover 5 topics, each lasting approximately half a term. These topics cover a diverse range of subjects, from traditional biology, chemistry and physics, to environmental science.

A baseline test covering Key Stage 2 skills and content is taken close the start of the year. 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. 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
Introduction to Science Science Skills	Life and Living Processes 1
Assessment: Baseline Test Science Skills Test	Assessment: Life and Living Processes 1 Test
Spring term 2a	Spring term 2b
Particles and Materials 1	Energy Transfers 1
Assessment: Particles and Materials 1 Test	Assessment: Energy Transfers 1 Test
Summer term 3a	Summer term 3b
Forces 1	Interdependence 1
Assessment: Forces 1 Test	Assessment: End of Year Exam Interdependence 1 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 after school, 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

Year 7s are all taught in mixed ability groups initially. This is reviewed following the baseline test and one top set on each side of the year is established. 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

Year Group 7

Key stage 3

Subject: Spanish

Aims of the course:

Pupils will study: Introductions and personal ID, School, Family, Home, Town and Free time. They will learn to use the present and near future tenses.

Programme of study by half term for 2017/2018

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none">• Introducing myself• Numbers, dates, alphabet• Classroom language	<ul style="list-style-type: none">• School subjects and adjectives• Teachers and opinions• Food at school• Present tense
Assessment Speaking assessment: Introducing myself	Assessment Writing and reading

Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none">• Introducing my family• Describing pets• Describing myself and others	<ul style="list-style-type: none">• Talking about free time• Giving opinions about free time• Using future tense to talk about what you are going to do.
Assessment Speaking and listening	Assessment Reading and writing

Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none">• Talk about where I live in the world• Describe my home• Describe my bedroom• Discuss what you normally do after school and what you are going to do this weekend.	<ul style="list-style-type: none">• Describing my town• Talking about the weather• Discussing what you are going to do depending on the weather.
Assessment End of Year Exam: Speaking Listening Reading Writing	

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

Work is differentiated for pupils for different abilities.
Vocabulary provided

Groupings or setting

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