

# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Key Stage 3 Course Outlines Year 9 2016/17

**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. Surrealist Project (Objects have meaning) autumn term. Drawing objects from observation. Exploring Surrealism and developing design ideas. Experimenting with colour, scale and imagery using colouring pencils. CD Cover Design Project (Commercial art) spring term. Investigating examples of CD and record covers. Developing ideas using felt pen and colouring pencil leading to an enlarged design. Perspective Project summer term. The main area of study will be buildings, which introduces pupils to optical effects, foreshortening and simple perspective. These will be developed into a design suitable for card relief.

**Programme of study by half term for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Surrealist Project (Images have meaning). Drawing, colour pencils	Surrealist Project (Images have meaning). Drawing, colour pencils
<b>Assessment</b> By outcome: This is ongoing with a final level given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final level given at the end of the project.
<b>Spring term 2a</b>	<b>Spring term 2b</b>
CD Cover Design Project (Commercial art). Drawing, felt tip and colour pencils.	CD Cover Design Project (Commercial art). Drawing, felt tip and colour pencils.
<b>Assessment</b> By outcome: This is ongoing with a final level given at the end of the project.	<b>Assessment</b> By outcome: This is ongoing with a final level given at the end of the project.
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Perspective Project Drawing	Perspective Project Drawing
<b>Assessment</b> By outcome: This is ongoing with a final level given at the end of the project.	<b>Assessment</b> 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**

Year Group: 9

Key stage 3

1 Hour per week

**Subject: Computer Science & Digital Literacy**

The KS3 Curriculum is broken down into two strands: **Digital Literacy** & **Computer Science**. Each strand is broken down in a set of modules. These modules will be taught in parallel or overlap at some point throughout the year.

**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 recognise the range of application of computer science societal and personal
- To provide a foundation develop technical knowledge of how computer systems work.
- Develop Digital literacy evaluating digital content and its impact on society
- Develop, use and share digital content demonstrating safe, ethical and responsible use
- To develop skills in effective collaboration and independent learning.

**Programme of study for 2016/17: Computer Science**

Year	Module	Lesson Objectives	Term
9	1	<b>Computer Crime &amp; Cyber Security:</b> This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed	Autumn 1
9	2	<b>Digital Literacy:</b> Understand the application and implications of digital and computer technology in society, understand how to interact safely when using technology and be able to locate, assess and use information to meet requirements using digital technology	Autumn 2
9	3	<b>Games Programming in GameMaker:</b> In this unit pupils will be introduced to the GameMaker Game Editor/programming environment and begin by reverse-engineering an existing game. They will then progress to planning and developing their own games, learning to incorporate variables, events and actions, and making use of object-orientated programming techniques. Finally they will learn to test and debug their programs. Assessment will be by means of an Assessment Portfolio. By the end of the unit pupils should as a minimum have created a fully working game.	Spring 1
9	4	<b>Python Next Steps:</b> Pupils use for loops and compare their use with while loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with for loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming. This unit is designed to take pupils right up to a point where a GCSE in Computing can pick up from and should provide ample experience of programming in order to confirm any decision to pursue Computing as a GCSE option	Spring 2
9	5	<b>Communication &amp; Networking:</b> The unit begins by explaining the Internet and communications protocols, with practical exercises to help students understand the role of packet switching and DNS. The lessons move on to look at client-server networks and network topologies, with further material on the merits of various network security measures. Techniques and the importance of compression in the transmission of files over the Internet are covered, and a final lesson describes the basics of HTML and website development.	Summer 1
9	6	<b>Databases:</b> Students learn database theory in a practical way by using MS Access to: <ul style="list-style-type: none"><li>• examine and edit an existing table structure, using suitable field types and adding in appropriate validations</li></ul>	Summer 2

		<ul style="list-style-type: none"> <li>• understand the relationship between entities and tables and create a relational database involving two tables</li> <li>• create queries, an input form and report using data from one or both tables</li> </ul>	
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## Homework that will be set (general)

### Assessment

End of Module Tests, Peer assessment and group presentation, Summer Functional Skills Test

### Extra-Curricular activities available

Skills Club (Flash Animation, Website design, Blog creation, Movies,) Pi Club

### Support available

All subject teachers. LSA Support, [www.teach-ict.com](http://www.teach-ict.com) for revision on all units at KS3, BBC Click – for latest development and application of computer science  
Yacapaca Online resource – To help in prepare for test

### Groupings or setting

Mixed ability groups

### What parents can do to help

Download Python 3.4.2, Game Maker and Google sketch up on home computer. Buy a memory stick for student – you will need Windows 7 at home. Encourage their child to use computer at home to practice skills learnt in lessons or come to IT club. Encourage their child to complete homework

### Member of staff to contact if you have any queries:

Head of Department – Mrs S Trickey [strickey@westhatch.essex.sch.uk](mailto:strickey@westhatch.essex.sch.uk)

**Subject: DESIGN & TECHNOLOGY - FOOD AND TEXTILES****Aims of the course**

Design and Technology is an inspiring, rigorous and practical subject. Pupils will work with different materials, including food and textiles. The Year 9 course will build on prior learning from Year 7 and Year 8.

In Food pupils will learn how to cook a range of dishes safely and hygienically. The recipes are designed so that pupils have the opportunity to learn more advanced skills and are encouraged to adapt recipes wherever possible. Pupils will consolidate their knowledge of nutrition and healthy eating, consider the factors that affect food choice, availability, consumer issues and further their understanding of where their food comes from.

In Textiles pupils will learn about making functional products incorporating a range of processes and techniques. The Design and Make Tasks will require pupils to consider issues such as the target user. The pupils will understand how to apply their knowledge of materials and equipment in order to make successful products.

**Programme of study by half term for 2016/17**

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.

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
<b>Food:</b> Nutrition and Healthy Eating. Nutritional Needs and planning meals for different specialist dietary groups - young children, teenagers and vegetarians.	<b>Food:</b> Nutritional Needs and planning meals for different specialist dietary groups - young children, teenagers and vegetarians.
<b>Assessment 1</b> Making of a Food Product.	<b>Assessment 2</b> Evaluation Task
<b>Spring term 2a</b>	<b>Spring term 2b</b>
<b>Food:</b> Skills and Commodities – pupils will use commodities such as: eggs, flour, rice, fruit & vegetables to make a range of food products. End of Year Food Exam	<b>Textiles:</b> Use of Sewing Machine Design and Make Task
<b>Summer term 3a</b>	<b>Assessment 3</b> Designing Task
<b>Textiles:</b> Design and Make Task Surface decoration techniques - appliqué	<b>Summer term 3b</b>
<b>Assessment 4</b> Planning Task	<b>Textiles:</b> Design and Make Task Textiles techniques to add decoration to fabric – block printing.
	<b>Assessment</b> End of Year Exam

## **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.  
Opportunity to take part in Rotary Young Chef Competition.

## **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 Design & Technology**

Year Group: 9

Key stage 3

Subject: DESIGN & TECHNOLOGY: RESISTANT MATERIALS

**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 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
Making skills project and Equipment proficiency, including Health and safety. Passive speaker Project Multi process Product Research & Planning	Passive speaker making - metal elements planning, making and assembling
<b>Assessment</b> Analysis based assessment	<b>Assessment</b> Design based assessment
<b>Spring term 2a</b>	<b>Spring term 2b</b>
Passive speaker development & evaluation	Mood Light research and designing
<b>Assessment</b> Evaluation based assessment	<b>Assessment</b> Making task based assessment
<b>Summer term 3a</b>	<b>Summer term 3b</b>
Mood light planning and making	Mood light evaluation
<b>Assessment</b> Final product assessment	<b>Assessment</b> 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)**

Homeworks 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 lunch time 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 year 7 west and hatch groups

### **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 design work and finished products as every product is 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 J Limon**  
**Mr L Taylor**

Subject Drama

Aims of the course

<p>To enable students to: -</p> <ul style="list-style-type: none"> <li>• Use space, movement and voice with imagination, commitment</li> <li>• Contribute positively to the development and realisation of ideas within a range of groupings, and encourage others to contribute fully to the same group</li> <li>• Understand the ideas and techniques created by a range of theatre practitioners.</li> <li>• Being able to use a range of dramatic skills, techniques, forms and conventions effectively.</li> <li>• Develop their ability to see a production from a design perspective. Creating in-depth and well thought out theatrical designs for a real production.</li> <li>• Be able to rehearse, block, create and realise a performance script.</li> <li>• Create details and well-rounded characters.</li> <li>• Utilise and apply knowledge of theatre practitioners in performance.</li> </ul>
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Programme of study by half term for 2015/16

<p><b>Autumn Term: 1a</b></p> <p><b>Immersive performance</b> Students prior to year 9 have not had access to the skills required for abstract performance. Artaud is a theatre practitioner whose style immerses the audience in an experience which appeals to all the senses. Students will learn how to combine technical elements with abstract performance to create Halloween themed 'Walk through' performance</p>	<p><b>Autumn Term 1b</b></p> <p><b>Naturalistic Performance</b> Stanislavski the practitioner is the complete opposite of Artaud (term 1a). His style involves actors creating truthful performance. Students will look at how to create in-depth characters, while considering where the character is coming from, time, place and weather. These given circumstances underpin Stanislavski's ideas. Staff will select appropriate extracts for students to realise in performance.</p>
<p><b>Assessment –</b> Progress is tracked through observation of practical work and filmed final performance</p>	<p><b>Assessment -</b> Progress is tracked through observation of practical work and filmed final performance</p>
<p><b>Spring term 2a</b></p> <p><b>Comical performance</b> Students will learn about creating stories which have a comical element. They will also be introduced to Comedia dell'arte and other comical performers. They will then use these skills to create stories based around a pair of silly police officers.</p>	<p><b>Spring term 2b</b></p> <p><b>The Design of Theatre</b> Students will study the text being performed as the school musical. They will then create designs for the following areas: Lighting Sound Costume Set Promotional materials</p>
<p><b>Assessment -</b> Progress is tracked through observation of practical work and filmed final performance</p>	<p><b>Assessment –</b> Progress is tracked through a portfolio of design ideas and drawings which will need to be clearly annotated.</p>
<p><b>Summer term 3a</b></p> <p><b>Exploring a theme 'Persecution'</b> Students will use all their Drama skills and techniques to explore the theme of persecution. This will form the basis of a</p>	<p><b>Summer term 3b</b></p> <p><b>Scripted performance</b> This unit is the culmination of the students' key stage three Drama. The students will be guided to choose a script suitable to them. They will then learn how to rehearse and</p>

practical exploration lasting the full half term. This scheme should stretch the student's perception of what persecution means and how Drama can be used to further your own understanding and the understanding of others.	perform the script in their chosen style and configuration. The types of texts which will be chosen could range from Shakespeare to John Godber texts and many more.
<b>Assessment -</b> Progress is tracked through observation of practical work	<b>Assessment –</b> filmed final performance

### **Homework that will be set (general)**

Homework will be set to support the work taking place in the classroom. Research and preparation homework will form the majority of this work. Once per term there will be an independent reflection homework where students are expected to reflect upon their own learning and the learning of others within their class

### **Extra Curricular activities available**

School Production.  
Whole year group offered the opportunity to see a professional production.  
Technical theatre crew afterschool club

### **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**

**Ms Pavelkova**  
**Head of Performing Arts**

**Subject: ENGLISH****Aims of the course**

In Year 9 the curriculum is developed to:  
 Build on the skills and knowledge acquired in Year 7 and Year 8.  
 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 2016/2017**

<b>Novel and War Poetry</b>	<b>Persuasive Writing</b>
The students will read and study the novel <i>Private Peaceful</i> by Michael Morpurgo and a selection of WW1 War poetry. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories.	The students will learn how to write appropriately for an audience and purpose. They will study how to write to persuade and the techniques required to write in this style.
Assessment: An essay on <i>The Bunker Diary</i> in relation to the writer's craft. Reading AF2, AF5, AF6.	Assessment: The students will write a persuasive letter. Writing AF2, AF3, AF4.
<b>Novel</b>	<b>19<sup>th</sup> Century Prose</b>
The students will study the novel <i>The Catcher in the Rye</i> by J.D. Salinger. The students will focus on dramatic techniques looking at character, action and narrative. A focus on the writer's choice of language.	The students will study the novel <i>Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson. The students will study dramatic techniques looking at character, action and narrative.
Assessment: An essay on the writer's craft. Reading AF2, AF3, AF5. Writing AF3, AF4, AF5.	Assessment: An essay on the writer's craft. Reading AF2, AF3, AF5. Writing AF3, AF4, AF5.
<b>Styles of Writing</b>	<b>Shakespeare</b>
The students will become familiar with writing styles and how to write appropriately for an audience and purpose. They will study how to write to entertain, argue, inform, describe and explain.	Drama the students will study <i>Romeo and Juliet</i> by William Shakespeare. The students will study dramatic techniques looking at character, action and narrative.
Assessment: Picture stimulus creative writing description. Writing AF1, AF2, AF3.	Assessment: An essay on the author's craft. Writing AF6, AF7, AF8. Reading AF7, AF4, AF6.

## **Homework that will be set (general)**

In addition to reading, written, research-based or consolidation of skills homework, pupils will be set a half termly project to develop their independent learning and thinking skills.

## **Extra-Curricular activities available**

Shooting Stars is a club aimed for students in the top sets. In this club the students are challenged to stretch their skills further. The students will enter national competitions on poetry, writing and speaking and listening.

Rising Stars is a club aimed at students in the mixed ability sets who would like to improve their literacy skills. (All details of the days and times the clubs are on will be sent to parents at the start of term).

## **Support available**

Teaching assistants are placed in sets where needs make support essential. The homework club is available each evening in the Library. Withdrawal support is made for students with specific learning needs.

## **What parents can do to help**

Encourage your son/daughter to read every day (as a minimum for 20 minutes). Your son/daughter should always have a reading book on them at all times whilst in school. At the start of some English lessons they may be required to read for a few minutes. If you would like your son or daughter to work on their literacy skills at home there are three recommended books below:

CGP Key Stage Three English. The Workbook (ISBN 978-1-84762-154-2)

CGP Key Stage Three English. The Study Guide (ISBN 978-1-84762-257-0)

Collins KS3 Revision English (ISBN 978-0-00-756281-7)

[www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)

[www.collins.co.uk/collinsks3revision](http://www.collins.co.uk/collinsks3revision)

**Member of staff to contact if you have any queries:**

**Mrs N Gill (Head of English)**

**Miss L Menzies (KS3 Co-ordinator)**

## Year Group 9

## Key stage 3

### Subject FRENCH

Aims of the course:

Pupils will study: hobbies and social life; health and fitness; jobs; holidays; youth issues. They will learn to use the future, conditional, perfect and imperfect tenses.

### Programme of study by half term for 2016-17

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"><li>• Facebook/present tense</li><li>• Opinions</li><li>• Issuing invitations/near future</li><li>• Describing a date/perfect</li><li>• A music event/3 tenses</li></ul>	<ul style="list-style-type: none"><li>• Parts of the body</li><li>• Sport</li><li>• Healthy eating/future</li><li>• Plans to get fit</li><li>• Fitness levels/3 tenses</li></ul>
<b>Assessment</b> Reading/writing – bullet points	<b>Assessment</b> Listening/speaking - photo

Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"><li>• Jobs</li><li>• Job qualities</li><li>• Previous activities/imperfect</li><li>• Future and past</li><li>• Part-time jobs</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Holidays</li><li>• Asking questions</li><li>• Adventure holidays/conditional</li><li>• Holiday 'musts'/reflexive verbs</li><li>• Describing a holiday</li><li>• Combining tenses</li></ul>
<b>Assessment</b> Reading/writing	<b>Assessment</b> Listening/speaking - conversation

Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"><li>• Visiting a tourist attraction</li><li>• Young peoples' rights</li><li>• Concerns and priorities</li><li>• Shopping plans</li><li>• Describing what makes you happy</li><li>• Complex structures</li></ul>	<ul style="list-style-type: none"><li>• End of year exam</li><li>• Environment</li><li>• Being green</li><li>• GCSE relationships</li></ul>
<b>Assessment</b> Exam preparation	<b>Assessment</b> Reading and listening exam Speaking and writing assessments

### **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 thirty minutes and an hour.

### **Support available**

Work is differentiated for pupils for different abilities.  
Extension and reinforcement suggestions on the Learning Gateway.  
Vocabulary booklet provided

### **Groupings or setting**

Banded

### **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  
Access extra materials on the Learning Gateway.

### **Member of staff to contact if you have any queries:**

Head of MFL

**Subject: GEOGRAPHY****Aims of the course**

Year 9 students will be starting the GCSE Geography course which will give them the opportunity to have extra time to acquire the skills and exam techniques in order to achieve top grades. In Year 9 they will cover half of Module 1 which is examined at the end of Year 10. By starting the course early, it also provides us with more time to spend on more enquiry and independent learning. Students work will be assessed using GCSE criteria and grades and they will be able to track their progress throughout the course.

**Programme of study by half term for 2016/17**

<b>Autumn Term</b>
<u>Unit 1 - Landforms and People</u> To begin with, we will look at coastal processes and the land forms produced by erosion and deposition. An in-depth study will be made of the Dorset coast. The issue of how people affect coastal landforms and how they can be managed in the future. There will be opportunities for fieldwork and practical work.
<b>Assessment</b> Decision making on coastal management
<b>Spring term</b>
<u>Unit 2 - Living in Residential Environments</u> This examines how quality of life varies in different parts of the world. We will look at contrasts in housing and shops in different parts of London and use ICT to find out the social patterns such as crime and house prices. A second section looks at a more global view of why people are moving to urban areas and the problems it causes less developed countries.
<b>Assessment</b> Decision making on informal settlements in LEDCs
<b>Summer term</b>
<u>Unit 3 - Ecosystems</u> The final unit will take the form of a study of ecosystems around the world and how they link with global climate. Pupils will complete a case study looking at the Amazon Rainforest and the environmental, social and economic effects of deforestation on the Amazonia region.
<b>Assessment</b> Project on the Amazon Rainforest



### **Homework that will be set (general)**

Homework tasks will take the form of GCSE style questions which reinforce the work done in lessons and give the opportunity to practice exam techniques.

Assessments will include decision-making exercises.

### **Extra Curricular activities available**

Geography journal.

Trip to Italy to look at the landscape of the Amalfi coast.

### **Support available**

Pupils are provided with differentiated material in order to support their learning.

### **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**

Year Group: 9

Key stage 4

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 WW1/The Holocaust/Life in WW2

**Programme of study by half term for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
The causes of WW1	Life in WW1
<b>Assessment</b> GCSE Past Paper on the causes of WW1	<b>Assessment</b> GCSE Past paper on Sources from the Battle of Gallipoli
<b>Spring term 2a</b>	<b>Spring term 2b</b>
The Holocaust	Life in Britain and Germany in WW2
<b>Assessment</b> GCSE Past paper on the Holocaust	<b>Assessment</b> GCSE Past Paper on the Homefront
<b>Summer term 3a</b>	<b>Summer term 3b</b>
The Russian Revolution	The Russian Revolution
<b>Assessment</b> GCSE past Paper on the Russian Revolution	<b>Assessment</b> Summer exam assessing all 5 skills

### **Homework that will be set (general)**

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

### **Extra Curricular activities available**

There is an annual visit to the battle fields of Northern France and Belgium.

### **Support available**

LSA support in class  
Support sheets provided to help weaker pupils - graphic outlines for extended writing/ peer and self-assessment/ vocabulary sheets/ thinking skills exercises

### **Groupings or setting**

Form groups - mixed ability

### **What parents can do to help**

Ensure set homework complete - check diaries and 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:**

**Ms D Sterlini**

**Head of Humanities**

**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 Grade 1 up to 8 of the new GCSE specification.

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

Intermediate 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 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**

**Subject: MUSIC**

**Aims of the course**

- To extend understanding of set conventions of music by composing, listening and performing a range of musical styles and
- To prepare students for the take-up of GCSE Music in Year 10.

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 2016/2017**

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

<b>Autumn Term: 1a</b>	<b>Autumn Term: 1b</b>
Hip-Hop	Song writing
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal and informal assessment of group composition performances.</li> <li>• Teacher assessment of listening skills.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal and informal assessment of class performances.</li> <li>• Peer assessment of compositional tasks.</li> </ul>
<b>Spring Term: 2a</b>	<b>Spring Term: 2b</b>
Electronic Dance Music	Reggae
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Summative assessment of presentation of research.</li> <li>• Formative and summative assessment of completed Ableton Live project.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Continuous teacher-led assessment of performance and compositional skills during practical tasks.</li> <li>• Listening skills assessed through weekly listening tasks.</li> </ul>
<b>Summer Term: 3a</b>	<b>Summer Term: 3b</b>
Film Music	Music for Games
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer assessment of completed Film music video clip (including composed audio).</li> <li>• Teacher-led formative assessment of compositional tasks.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formative assessment of GarageBand group project.</li> <li>• Extension of listening skills through peer assessment of completed projects.</li> </ul>

**Homework that will be set (general)**

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

### **Extra Curricular activities available**

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

### **Support available**

- LSA staff present in some classes.
- Year 12 helpers 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:**

**Mr Martin Fourie  
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 2016/17**

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, handball, table tennis, cricket
- 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 9 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

## **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 days hosted by supporting agencies and guest speakers and extracurricular activities.

### **Programme of study for each term 2016-2017:**

#### **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 work on project based activities aimed at developing their understanding of the following topics: Prejudice and discrimination, Law and order, Justice, Terrorism and Religious law, Capital punishment, Euthanasia, Abortion, Human Rights and Racism.

#### **Spring Term:**

Students engage in age specific tasks that are specifically designed to target the needs of the age group and the ability of the students. Our carefully designed Careers programme focuses upon engaging all of our students in forward and assertive thinking regarding their futures. Our programme enables students to gain a practical insight into the world of further education and employment while encouraging them to aspire to achieve their potential. Students will also work on project based activities aimed at raising their awareness of the following topics: Internet safety, First aid, Financial awareness and Relationships.

#### **Summer Term:**

Students will work on project based activities that will allow them opportunities to compare and contrast varying societies to those that they have experienced. They will also complete units of work based on our British Society including British values. They will also complete work aimed at improving their understanding of and awareness of help and support services for the following health concerns: Mental Health, Eating disorders, Addiction- Smoking and alcoholism, Addiction- gambling and Addiction- drugs.

### **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:**

**Miss L Hiscott**  
**Head of PSHEE &Citizenship**

Year Group: 9

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 2016/17

Autumn Term: 1a	Autumn Term 1b
Medical Ethics	Medical Ethics
<b>Assessment</b> GCSE style assessment on Medical Ethics	<b>Assessment</b> GCSE style assessment on Medical Ethics
Spring term 2a	Spring term 2b
Holocaust	Holocaust
<b>Assessment</b> GCSE style assessment on Holocaust	<b>Assessment</b> GCSE style assessment on Holocaust
Summer term 3a	Summer term 3b
Genocide	Philosophy of Religion
<b>Assessment</b> End of year exam	<b>Assessment</b> GCSE style assessment on Philosophy of Religion

### **Homework that will be set (general)**

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

### **Extra Curricular activities available**

Holocaust Speaker / Holocaust Museum visit.

### **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**

**Subject: SCIENCE****Aims of the course**

Pupils in year 9 will be starting GCSE in order to give them the maximum time to cover the course content.

Pupils will study the OCR Gateway syllabus. Pupils will complete the first two units of biology, chemistry and physics (common to double and triple science pathways), which is comprised of one biology topic, one chemistry topic and one physics topic.

Pupils will be tested on each half term

Results from year 9 will be used to decide the science path pupil's will take year 10, and the content covered will be assessed in GCSE examinations. It is therefore very important that pupils apply themselves from the beginning of the year and revise hard for all tests.

**Programme of study by half term for 2016/17**

<b>Autumn Term: 1a</b>	<b>Autumn Term 1b</b>
GCSE Biology 1	GCSE Chemistry 1
<b>Assessment:</b> GCSE Biology 1 Progress Test	<b>Assessment:</b> GCSE Chemistry 1 Progress Test
<b>Spring term 2a</b>	<b>Spring term 2b</b>
GCSE Physics 1	GCSE Biology 2
<b>Assessment:</b> GCSE Physics 1 Progress Test	<b>Assessment:</b> GCSE Biology 2 Progress Test 2
<b>Summer term 3a</b>	<b>Summer term 3b</b>
GCSE Chemistry 2	GCSE Physics 2
<b>Assessment:</b> GCSE Chemistry Progress Test	<b>Assessment:</b> GCSE Physics 2 Progress 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. 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**

A number of trips and activities will be made available to pupils throughout the year. Very able pupils may be invited to join Astronomy club with a possibility of eventually completing Astronomy GCSE; you will receive a letter if this is the case.

## **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. It should be noted that whilst pupils selected for triple science will generally be in the top set this is not a prerequisite, and being in another group will not preclude a pupil from being selected.

## **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 RAG feedback sheets with their child, to reinforce what their child needs to do to progress. Parents wishing to purchase a revision guide should ensure that the one they select is specifically for OCR Gateway, and covers the 2018 examinations. CGP revision guides will be available from the science department for £3.

## **Member of staff to contact if you have any queries:**

**Mr G Hikel – Head of Department**

**Miss J Horrigan – Second in Department / KS3 Coordinator**