

WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 3 Course Outlines Year 8 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.

Still Life Painting Project autumn term. Accurate observation, construction techniques and graduation of tone to produce realistic still life drawings of objects on a tablecloth. After looking at the work of Cézanne these are enlarged to produce a still life painting. Cubist Portrait Project, spring term. Pupils produce a self-portrait drawing from observation. After looking at cubism and the work of Picasso, they develop their own designs. The most successful idea will then be enlarged using oil pastels. Printing Project, summer term. Pupils explore and develop ideas based on designs from different times and cultures. A final design is produced in colour using a printing process.

Programme of study by half term for 2016/17

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

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

All groups are mixed ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mr G Hanley
Head of Art and Design

Year Group: 8

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
8	1	Understanding computers: It is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change	1
8	2	Digital Literacy: This scheme of work is designed to give learners a basic introduction to key Information Technology skills through using Microsoft Office tools. This includes attaching files and using OneNote, writing a formal business letter in Word, use of interactivity in PowerPoint and basic formulas and graphs in Excel.	2
8	3	HTML and Website Development: pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered and, with the help of worksheets, pupils will develop their own templates in a text editor such as Notepad. They will decide on a topic for their websites, document their designs and collect suitable text and images. They will then use their HTML templates to create their websites, including a web form. Pupils can view the data collected by the web form into a simulated database. This also helps to stimulate discussion on the privacy of data	3
8	4	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	4

		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	
8	5	Animation in Flash: In this unit pupils will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening, working with layers and adding simple interactivity and ActionScript. They will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations	5
8	6	Mythbusters: In this unit student learn to assess the validity of information. They will be able to identify biased and inaccurate information and avoid that which they deem to be unreliable. Students learn techniques to help them search for information more effectively. Students are asked to select a contentious issue and to gather information from various sources in order to make an unbiased presentation to others. They consider the usefulness, provenance, reliability, status and bias of the information they collect and use.	6

Homework that will be set (general)

Internet Based Research, Workbook Activities; Consolidation of classwork Group work, Independent extension activities, Extension worksheets, blog updates (peer support). Students may also be set from YACA PACA

Extra Curricular activities available

Skills Club (Flash/ Fireworks Animation, Website design, Movies,) Pi Club

Assessment

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

Support available

All subject teachers. LSA Support
www.teach-ict.com for revision on all units at KS3
Students' blog for students – To be set up and maintained by students

Groupings or setting

Mixed ability groups.

What parents can do to help

Download Python 3.4.2 at home, 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. 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 – Mrs S Trickey 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 8 course will build on prior learning from Year 7.

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

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

Programme of study by half term for 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.

Autumn Term: 1a	Autumn Term 1b
Food: Healthy Eating. Revising working safely, food safety, use of equipment, weighing & measuring. Cookery Skills: rubbing-in, peeling, slicing, combining, grating, use of hob and oven.	Food: Combining Ingredients to make food products. Cookery skills: cake making using all-in-one method, rolling out pastry, cutting, use of oven.
Assessment 1 Making of a food product	Assessment 2 Evaluation
Spring term 2a	Spring term 2b
Food: Design and Make Task: Pasta and sauces Cookery Skills: sauce making, pasta making, vegetable preparation, grating, slicing, chopping, draining, following a plan, time management.	Textiles: Revise the use of the sewing machine and textiles equipment. Transferring colour to fabric. Design & Make Task – Device Holder.
Assessment 3 End of Year Food Exam	Assessment 4 Making of Device Holder
Summer term 3a	Summer term 3b
Textiles: Fabric construction. Design and Make Task: A Cushion Cover.	Textiles: Design and Make Task: A Cushion Cover. Surface decoration techniques such as: tie-dyeing, hand embroidery, embellishment.
Assessment 5 Design Task	Assessment End of Year Exams

Homework that will be set (general)

Homework will:

- Reinforce the content of the lesson so that students are secure with the concepts delivered
- Involve research for future lessons
- Involve preparation of ingredients for food practical lessons
- Reflect on the lesson, especially practical lessons, and pupils will record their own and other people's opinions.

Extra Curricular activities available

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

Support available

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

Groupings or setting

All groups are mixed ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mrs H Barnard
Head of Design & Technology

Year Group: 8

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

Autumn Term: 1a	Autumn Term 1b
Subject Introduction - Making skills and Health and safety. Desktop Tidy project research into plastic products and processes	Desktop Tidy designing and planning - Plastic elements and processes.
Assessment Analysis based assessment	Assessment Design based assessment
Spring term 2a	Spring term 2b
Desktop tidy Making - making processes Desktop tidy evaluation	Pewter Casting project Research & Designing jewellery based product.
Assessment Making based assessment	Assessment Evaluation based assessment
Summer term 3a	Summer term 3b
Pewter Casting Planning Pewter Casting Making	Pewter Casting Evaluating End of year examination
Assessment Completed product assessment	Assessment End of Year Exam

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

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

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

What parents can do to help

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

Member of staff to contact if you have any queries:

Mr J Limon
Mr L Taylor

Subject Drama

Aims of the course

To enable students to: -

- Develop the ability to use a range of skills and techniques to structure a drama
- Deepen their understanding of how space, movement and voice communicate meaning
- Work constructively and creatively alone and with all other members of the class, consolidating the ability to negotiate, make decisions, select and apply a range of techniques and structures as part of a group
- Understand a range of performance configurations and be able to use them effectively.
- Use a range of approaches to create credible characterisations, varying vocabulary and body language for effective performance
- Extend their use of subject specific vocabulary
- Develop their ability to reflect upon and respond constructively and sensitively to their own work and that of others in the class

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
<p>Stage From Play Script Students will develop upon the skills learnt in year 7 in relation to the ways in which an actor can use and manipulate the space in which they are performing. This unit will be based around a script called Enies Illucinations</p>	<p>Sweeney Todd – Promenade Performance Students will be introduced to the Sweeney Todd text and investigate the historical context of the piece whilst developing clear characterisation for the protagonists. Students will apply the skills learnt in term 1A to create a promenade performance based in Victorian London</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 Sweeney Todd and the Promenade performance style</p>
<p>Spring term 2a Stage Combat and Physical Theatre Students will be introduced to the basic elements of a safe stage combat sequence. They will focus on the skills of timing, positioning and sequencing in order to link combat moves together successfully.</p>	<p>Spring term 2b Refugee Boy – ‘This War’ scene – Performance In the Round Students will be introduced to the story of Refugee Boy, before exploring the themes of the text (Persecution and Racism). Students will then apply the techniques learnt in terms 1a & 2a in order to create a performance. This should include a stage combat sequence and be performed ‘in the round’</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</p>
<p>Summer term 3a Theatre to Educate</p>	<p>Summer term 3b Performance for a child audience</p>

<p>Student will learn how to explore the theme of 'Social Media'. They will explore using their performance skills the potential dangers and benefits of the internet society we live in. Students will also learn about Augusto Boal's Forum Theatre.</p>	<p>Student will select on of Roald Dahl's Revolting Rhymes to adapt and perform for a year 5-6 audience which could be performed during the near year 7 induction day. This will need to be performed in an End on configuration.</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.</p>

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 8 the curriculum is developed to:
 Build on the skills and knowledge introduced in Year 7.
 Develop reading skills, particularly deduction, inference and information retrieval.
 Build confidence and ability in speaking and listening skills.
 Develop writing ability, particularly essay skills and more formal styles.
 Work is assessed using the National Curriculum Levels which are broken down into thirds, using a, b and c.
 The Assessment Foci are employed to ensure that all aspects of the curriculum are addressed.

Programme of study by half term for 2016/2017

Modern Prose	Poetry
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 students will either study <i>Of Mice and Men</i> by John Steinbeck or <i>The Hunger Games</i> by Suzanne Collins. The novel will depend on the students set.	Students will read a wide range of GCSE style conflict poetry and explore the writer's ideas; use of language; effects that language creates and the use of structure. The students will focus on the theme of conflict throughout the poems and this will form as the basis of their comparative essay for their assessment.
Assessment: The students will write a description suggested by a picture, or the opening part of a story based on the picture that you see. W: AF1, AF2, AF3.	Assessment: A comparative essay based on the author's craft. W: AF3, AF4, AF5. R: AF3, AF4, AF5.
Newspapers	Shakespeare
Newspapers a unit of work that will investigate different text types, in particular Newspapers. A focus on content, structure, style, bias etc.	The students will study the Shakespearian play <i>The Merchant of Venice</i> . They will focus on the study of dramatic techniques looking at character, action and narrative.
Assessment: The students will write a newspaper article incorporating the skills they have learnt throughout the unit. Writing AF2, AF3 and AF7.	Assessment: The students will write an essay on the writer's intentions. Writing AF2, AF4, AF7. Reading AF2, AF5, AF6.
20th Century Drama	Autobiographies
The students will study the play <i>Kindertransport</i> by Diane Samuels. They will focus on the study of dramatic techniques looking at character, action and narrative.	The students will read a variety of different styles of writing with a focus on autobiographies. They will study how to write to entertain, argue, inform, describe and explain.
Assessment: The students will write an essay on the writer's intentions. Writing AF2, AF4, AF7. Reading AF2, AF5, AF6	Assessment: Read extracts from autobiographical texts and answer comprehension questions on it. R: AF2, AF3, AF5.

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

www.collins.co.uk/collinsks3revision

Member of staff to contact if you have any queries:

Mrs N Gill (Head of English)

Miss Menzies (Head of KS3)

Year Group 8

Key stage 3

Subject FRENCH

Aims of the course:

Pupils will study: media/hobbies, including tv and film reading and use of internet; holidays abroad, with a focus on Paris; character and personal relationships; music and fashion; town and home, including meals and recipes; talent shows and creative writing/poetry. They will learn to use the future, conditional and perfect tenses.

Programme of study by half term for 2016-17

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none">• Use of internet• Films and tv• books• Future tense• Past tense	<ul style="list-style-type: none">• Paris facilities and activities• Giving opinions• Describing a journey• Christmas in France
Assessment Writing photo assessment Reading assessment	Assessment Speaking assessment - conversation
Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none">• Asking questions• Describing events in 2 tenses• character• relationships	<ul style="list-style-type: none">• Discussing music tastes• Fashion styles• Describing a passion• Using 3 tenses
Assessment Listening assessment	Assessment Speaking assessment – photo Reading assessment
Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none">• Town and home• food• shopping for recipes• festivals	<ul style="list-style-type: none">• talent show• comparing people• creative writing/poetry
Assessment	Assessment Writing and listening Exam

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. Pupils are encouraged to go onto linguascope to practise vocabulary.

Extra Curricular activities available

Year 8 residential trip to Normandy

Support available

Work is differentiated for pupils for different abilities.
Extension and reinforcement suggestions on the Learning Gateway.
Linguascope useful for vocab reinforcement and practice.

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 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**

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

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
<u>Impossible Places</u> This unit looks at how human activity can create or change places that can be considered to be impossible to live in. Issues studied including problems of water supply in deserts, how plants and animals survive, how places like Las Vegas and Dubai can be made sustainable.	<u>Geography of My Stuff</u> This unit looks at where our food and clothes come from. Issues such as child labour in making clothes for Nike and Gap, Fairtrade and what we can do to reduce our carbon footprint will be studied. We look at Russia in terms of it being a super power. We study Russia's varying physical features and how the climate differs in different parts of Russia. Russia's trade and oil plays a big part in the superpower it is becoming.
Assessment Mojave Desert magazine article	Assessment Fiji water test
Spring term 2a	Spring term 2b
<u>Tectonic Hazards</u> This unit looks at causes and effects of volcanoes and earthquakes, and how people can try to predict, plan and manage these natural hazards. Examples from both the less and more developed world are used. There are opportunities for imaginative writing and research using ICT skills.	<u>Brazil</u> This unit looks at the country of Brazil. It looks at its varying physical features as well as the contrast between people who live within Brazil's cities. They will look in depth at the lives of people who live in favelas and what impact the Olympics has had on them. The human impact on the Amazon Rainforest will also be studied.
Assessment Decision making exercise in a volcanic area	Assessment Blog on the impacts of deforestation in the Amazon Rainforest.
Summer term 3a & 3b	

Homework that will be set (general)

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

Extra Curricular activities available

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: 8

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 The English Civil War/The Industrial Revolution/Slavery and Civil Rights

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
What were the causes of the English Civil War?	What was it like to live in England after the Civil War
Assessment Essay on What were the causes of the English Civil War (Communicating about the Past)	Assessment Essay on What was life like for Women in the Century? (Historical Interpretation)
Spring term 2a	Spring term 2b
What was life like in the Industrial Revolution?	What was life like in the Industrial Revolution?
Assessment Research booklet on Children in the Mills (Historical Enquiry)	Assessment Which scientist made the greatest contribution to Industrial Revolutionary medicine (Communicating about the Past)
Summer term 3a	Summer term 3b
Slavery in the British Empire	Civil Rights in the USA
Assessment What was life like on the plantation booklet (Historical Enquiry)	Assessment Summer exam assessing all 5 skills

Homework that will be set (general)

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

Extra Curricular activities available

To be confirmed

Support available

L/SA support in class
Support sheets provided to help weaker pupils – essay / templates graphic outlines for writing
Vocabulary sheets/ thinking skills activities

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 below Grade 1 up to Grade 6 of the new GCSE specification

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

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

Homework

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

Extra Curricular activities available

Junior Maths Challenge for most able students

Support available

Teachers available for support during lunchtimes.
Library lunch passes for students to complete 'Mymaths' homework

Groupings or setting

All pupils are assessed in autumn term and placed into sets by ability.
Set movements take place throughout the year after assessments.

What parents can do to help

Practise mental arithmetic & basic numeracy skills.
Ensure pupil's homework is completed on time, is presentable AND is completed to the best of his/her ability.

Member of staff to contact if you have any queries:

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

Subject: MUSIC**Aims of the course**

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

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

Cross-curricular links:

Numeracy and Literacy, Humanities through World music topics, ICT

Programme of study by half term for 2016/17

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

Autumn Term: 1a	Autumn Term: 1b
Blues	Backing Tracks and Rap
Assessment <ul style="list-style-type: none"> • Formal and informal assessment of class performances. • Peer assessment of compositional tasks. • Teacher assessment of listening skills. 	Assessment <ul style="list-style-type: none"> • Formative assessment of GarageBand group project. • Extension of listening skills through peer assessment of completed projects.
Spring Term: 2a	Spring Term: 2b
Latin American Music	Music & The Media
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. 	Assessment <ul style="list-style-type: none"> • Extension of research findings (homework) through reasoning skills. • Formative peer assessment of group projects.
Summer Term: 3a	Summer Term: 3b
Britpop	Remix
Assessment <ul style="list-style-type: none"> • Formal and informal assessment of group composition performances. • Cross-curricular outcome of research on the recording industry in Britain. 	Assessment <ul style="list-style-type: none"> • Formative assessment of GarageBand group compositional project. • Teacher-led summative assessment of completed projects / performances.

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

- LSA staff present in some classes.
- 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
- Accurate replication of skills: gymnastics, swimming, personal survival
- Performing at maximum levels: athletics
- Exercising to improve one's health: fitness
- Exploring and communicating ideas: dance

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

Assessment

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

Homework that will be set (general)

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

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

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

What parents can do to help

- Encourage their child to attend extra-curricular sports clubs
- Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons. This is the Government's minimum requirement.

Member of staff to contact if you have any queries:

Mrs Reid
Head of PE

Mr D'Silva
Head of Boys PE

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: 8

Key stage 3

Subject: RELIGIOUS STUDIES

Aims of the course

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

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Religion and the media	Morality & Ethics
Assessment	Assessment
GCSE style assessment on Religion & media	GCSE style assessment on morality
Spring term 2a	Spring term 2b
First Give	Religion and science
Assessment	Assessment
Presentation about their chosen charity	GCSE style assessment on Religion and science
Summer term 3a	Summer term 3b
Religion and science	Religion and the Media
Assessment	Assessment
End of Year Exam	Project

Homework that will be set (general)

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

Extra Curricular activities available

Spring / Summer trip to a Gurdwara.

Support available

School Library and Homework Club.

Groupings or setting

Groups will be banded throughout Humanities subjects.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mrs K Bowman

Year Group: 8

Key Stage 3

Subject: SCIENCE

Aims of the course

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

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

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

Programme of study by half term for 2016/17

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

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

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

What parents can do to help

Parents can help by ensuring pupils are keeping up with homework – details and deadlines can be viewed by parents on Show My homework. Parents can also discuss targets set on the RAG 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

Miss J Horrigan – Second in Department / KS3 Coordinator