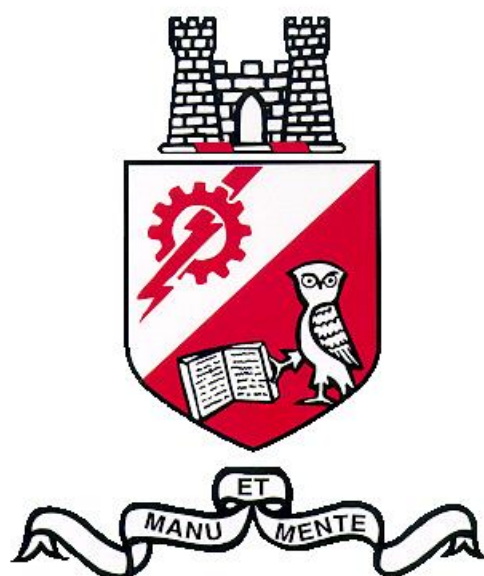


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 3 Course Outlines Year 7 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. Imaginary Fish Project (Repeat Pattern) autumn term. Accurate observation produces realistic drawings. Designs are developed by experimenting with shape, repeat pattern and colour. Pupils enlarge and refine their chosen design and paint it using a restricted palette of two colours plus white. Fantastic Animal Project (Piggy Bank) spring term. Pupils make realistic observations of different animals. They synthesise these observations to form designs, which are then produced in three dimensions using clay, and painted using either hot or cold colours. Symmetrical Mask Project, summer term. Designs reflect different cultures and a variety of techniques including chalk pastels and ICT.

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
Imaginary Fish Project (Repeat Pattern) Drawing, Felt tip and painting.	Imaginary Fish Project (Repeat Pattern) Drawing, Felt tip and painting.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Spring term 2a	Spring term 2b
Fantastic Animal Project (Piggy Bank) Drawing and sculpture.	Fantastic Animal Project (Piggy Bank) Drawing and sculpture.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Summer term 3a	Summer term 3b
Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT	Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

All groups are mixed ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mr G Hanley
Head of Art and Design

Year Group: 7

Key stage 3

1 hour each week

Subject: Computer Science & Digital Literacy

The KS3 Curriculum is broken down into two strands: **Computer Science & Digital Literacy**. 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 computers both societal and for personal use
- To provide a foundation develop technical knowledge of how computer systems work.
- Develop Digital literacy skills through 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
7	1	Using computers safely effectively and responsibly: Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered, and a final lesson includes a multiple choice test on the contents of the unit and basic computer use	Autumn 1
7	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.	Autumn 2
7	3	Digital Creativity: During this unit, pupils will consider different techniques for customising and improving images. They will use graphics editing software to learn some of the more commonly used techniques in order to 'improve' the appearance various images.	Spring 1
7	4	Games Programming in Scratch: In this unit pupils will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working game with lives, scoring and some randomisation of objects. Finally they will learn to test and debug their programs.	Spring 2
7	5	Computers – The Basics: By the time most students are in Year 7 they are extremely familiar with using computers for entertainment, research and school work. However, very few will have given the computer itself much thought. It is unlikely that they will know the origins of the first electronic computer or how computers have developed over the decades. Although they might have heard of the term, 'transistor', very few will know their role or how their development has been predicted by Moores' Law. Even less will know about how computers process data and switch between tasks whilst working. And whilst they are familiar with the term, 'software', do they really know what it means? This scheme of work aims to provide a gentle introduction for students to the world of computers and computing	Summer 1

7	6	3D Design and Sketchup: In this unit students supplement their knowledge of working with and creating 3D designs using a software application called 'Google Sketchup'. The skills that they learn during these lessons can be transferred to DT lessons to support further 3D and CAD design projects	Summer 2
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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).

Extra Curricular activities available

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

Assessment

End of unit 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
Yacapaca Online resource – To help in prepare for test

Groupings or setting

Mixed ability sets.

What parents can do to help

Download Scratch. 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

Year Group: 7

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
Introduction to the subject Health and safety Working in a workshop environment.	Wood and wood products as a resource, managed forests Research & Design steady hand game
Assessment Baseline tests in D&T Assessment Task 1 - Analysis	Assessment Assessment 2 – Designing
Spring term 2a	Spring term 2b
Planning, making and testing steady hand game	Mini Light Projects Electronics & Plastic based Products Research & Planning
Assessment Assessment 3 - Evaluation	Assessment Assessment 4 – Making Task
Summer term 3a	Summer term 3b
Making Plastic elements and assembling electronics	Evaluation of product End of year test
Assessment Assessment 5 – Finished Product	Assessment Assessment 6 - End of Year Exam

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

All groups are mixed ability within the school strands.

What parents can do to help

Provide your son/daughter a quiet place to do homework.
Show interest in what work they are doing. Make sure they show you their design work and finished product
Contact the department without hesitation if you have concerns.

Member of staff to contact if you have any queries:

Mr J Limon
Mr L Taylor

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.

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

In Textiles pupils will learn how to use equipment including the use of the sewing machine. They will find out about fabric properties and different methods to add colour to fabric. Pupils will complete design and make tasks using a number of techniques and processes. The projects are designed so that pupils acquire appropriate 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: Where food comes from. Working safely, food safety and hygiene. Investigating Cookers and other food related equipment. Introduce Design & Make task. Cookery Skills: bridge hold, claw grip, slicing, grating, boiling, simmering, use of hob and grill.	Food: Weighing and measuring. Healthy Eating and Nutrition. Cookery Skills: peeling, chopping, melting, mixing, use of oven, rubbing-in method, kneading and shaping.
Assessment 1 Baseline Testing in D&T Making of Pizza Toast	Assessment 2 Product Analysis
Spring term 2a	Spring term 2b
Food: Design and Make Task: Soups. Cookery Skills: vegetable preparation, following a plan, time management.	Textiles: Working safely in Textiles. Fabric properties. Use of the sewing machine and other textiles equipment.
Assessment 3 End of Year Food Exam	Assessment 4 Using the sewing machine to produce an open seam.
Summer term 3a	Summer term 3b
Textiles: Applying colour to fabric. Introduce Design & Make Task: Fabric Wall Hanging.	Textiles: Extended Design and Make Task: Fabric Notebook Cover.
Assessment 5 Making of Wall Hanging, including applying colour to fabric.	Assessment End of Year Textiles 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.

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

Subject Drama

Aims of the course

<p>To enable students to: -</p> <ul style="list-style-type: none"> • Understand and demonstrate the basic skills and techniques necessary for meaningful drama to take place • Work in mixed groups of varying sizes (including individually), developing the ability to negotiate and make decisions as part of a group • Understand how use of space, movement and voice communicate meaning and evaluate that use • Show a developing ability to improvise and create spontaneous Drama • Reflect upon and respond constructively to their own work and that of others in the class through verbal feedback, using correct technical language • Reflect on their own strengths and weaknesses through the completion of a reflection homework
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Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
<p>Drama has 6 C's Introductory skills teaching the structures and expectations in Drama Develop underpinning skills of Collaboration, Concentration, Communication, Confidence Creativity and Commitment</p>	<p>Storytelling and Narrative An introduction to the ways in Drama techniques can be used to tell a story. The Roald Dahl story of Matilda will be used to explore the basic Drama techniques used to engage an audience.</p>
<p>Assessment - Baseline Assessment Tasks based on the three Drama strands – Creating; Presenting; Responding This is not a unit which is assessed on a performance piece. Students are assessed on an ongoing basis, during lessons and the task set (relating to each of the 6 c's)</p>	<p>Assessment – Progress is tracked through observation of practical work and the completion of a range of practical tasks. Videoed assessment at the end of scheme</p>
Spring term 2a	Spring term 2b
<p>The Art of Mime Developing the skills required for effective non –verbal communication. Explore and develop mime skills-body language, gesture, facial expression, comic timing. Use of Physical expression, Developing Focus and Concentration.</p>	<p>Silent Movies Extending and developing mime skills. Introduction to genre, and the conventions of the style. Observe and practice use of comic timing (Charlie Chaplin's The Kid used to support exploration) Exploring moods created by music, use of appropriate music, tell stories without words Use of captions. Developing Stock Characters through the application of Stereotypes (Hero, Villain...)</p>
<p>Assessment – Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.</p>	<p>Assessment – Filming of final performance piece, based on either the story of the poor wretch or a Silent Movie in response to musical stimulus.</p>

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

Homework that will be set (general)

Homework will be set to support the work taking place in the classroom.
 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
 KS3 Drama Club

Groupings or setting

All Drama classes are taught in mixed ability groups

What parents can do to help

Talk to your son or daughter about their work in Drama. Encourage them to identify the skills they are developing – Concentration, Teamwork, Confidence etc
 Try to expose them to a variety of different dramas, whether this is on television, at the cinema or if possible at the theatre.

Member of staff to contact if you have any queries:

Mr Bell
Head of Drama

Subject: ENGLISH**Aims of the course**

In Year 7 the National Curriculum aims to:

Build on the achievements of the KS2 curriculum in reading, writing and speaking and listening.

Provide a range of reading and writing experiences in fiction and non-fiction, poetry and drama.

Improve all aspects of mechanical accuracy and the skills of planning, drafting and editing.

Foster independent learning and promote an enjoyment of the subject.

Work is marked using National Curriculum Levels, which are differentiated into thirds, using a, b and c. Targets are set regularly for improvement.

The national Assessment Foci are used to ensure that all aspects of the curriculum are assessed.

Programme of study by half term for 2016/17

Baseline test unit: Reading and Writing	A Christmas Carol
Reading Paper in the style of new GCSE paper. The written assessment will be based upon the reading stimulus material and will take the form of a diary entry/narrative writing piece.	A Christmas Carol will be read and studied by students. They will question how language is used to express the writer's ideas and the effects that are created. In addition, students will explore with vocabulary to suit the task and purpose and engage with the novel's context, thus developing their empathy skills towards characters.
Assessment: GCSE style paper with a focus on reading and writing. W: AF2, AF3, AF4. R: AF1, AF2, AF3.	Assessment: The students will be given an extract from A Christmas Carol, they will have to answer two questions on it. R: AF2, AF5, AF6.
Horror writing	Shakespeare
Students will read and study a range of short stories in the horror genre. In line with the new curriculum, students will use reciprocal reading strategies to explore the meaning within the stories.	In this unit students will be introduced to the world of Shakespeare and Jacobean England as they study the play 'Macbeth'. The students will study dramatic techniques looking at character, action and narrative.
Assessment: The students will either write a description of an image or use it as inspiration to write the <u>opening</u> of a gothic horror story. W: AF1, AF2, AF5.	Assessment: Students will be provided with an extract from Macbeth, they will respond to a question focusing on characterisation. R: AF3, AF5, AF6. W: AF2, AF3, AF4.
Modern Novel	Poetry for Pleasure
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>Trash</i> by Andy Mulligan or <i>Harry Potter</i> by J.K Rowling. The novel will depend on the students set.	This scheme of work aims to develop students' knowledge, understanding and enjoyment of poetry. Students will read a wide range of poetry and explore the writer's ideas; use of language; effects that language creates and the use of structure.
Assessment: Letter based assessment. W: AF2, AF3, AF4.	Assessment: Essay question on the author's craft. R: AF1, AF2, AF5. W: AF3, AF7, AF8,

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)

Key stage 3 Co-ordinator (Miss Menzies)

Year Group 7

Key stage 3

Subject FRENCH

Aims of the course:

Pupils will have a taster of French and Spanish during autumn term 1a before continuing with their choice of language for the rest of KS3 and KS4

Programme of study by half term for 2016-17

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

Homework that will be set (general)

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

Extra Curricular activities available

Pupils may have the opportunity to visit France in summer term

Support available

Work is differentiated for pupils for different abilities.

Groupings or setting

Mixed ability, within the bands

What parents can do to help

Contact Head of Department or subject teacher with any queries.
Help student practice vocabulary at home.
Use the learning gateway links to websites eg. Linguascope.

Member of staff to contact if you have any queries:

Head of MFL

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

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

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
<u>Wonderful World</u> This unit tries to foster an appreciation of the beauty of our planet, as well as some of the mysteries of the natural world. They learn basic details of the Continents and Oceans of the World.	<u>Beautiful Britain</u> This unit looks at the diversity of physical and human geography of the country we live in. Topics studied include the contrasts in landscapes, the multicultural diversity, why our weather is so varied, and differences between North and South Britain. The final topic looks at Britain's role within Europe and the Commonwealth.
Assessment Rainforest story board	Assessment Test on weather patterns and population variations in Britain
Spring term 2a	Spring term 2b
<u>Cool Geography</u> This topic will look at glaciers and ice sheets in different parts of the world. In particular students will study the landscapes and animal life including polar bears in the Arctic and penguins in Antarctica.	<u>600 Club</u> This introduces mapwork skills such as grid references, compass directions, measuring distance and reading an Ordnance Survey Map. It is done through the planning of a virtual expedition and uses ICT to learn and test skills.
Assessment Oil pipeline decision making	Assessment Test on mapwork skills
Summer term 3a	
<u>Rivers and Floods</u> On this unit river processes and landforms are studied and the impact they have on people. Case studies of floods in different parts of the world will involve student research and ICT skills. We hope to arrange fieldwork in Epping Forest for some students.	
Skills test where pupils will have to interpret a hydrograph.	

Homework that will be set (general)

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

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 them to use the Mapzone website and Ordnance Survey maps as much as possible to refine their map reading skills. Encourage pupils to read newspapers/watch the news to keep up to date with current issues such as child labour and natural disasters.

Member of staff to contact if you have any queries:

Miss Z Barrett
Head of Department

Year Group: 7

Key stage 3

Subject: HISTORY

Aims of the course:

To promote the use of the 5 key Historical skills of chronology, Historical Interpretation, Historical Enquiry and Communicating about the Past through the study of The Romans / Medieval Realms / Henry VIII and the Break with Rome

Programme of study by half term for 2016/17

Autumn Term: 1a	Autumn Term 1b
How has London changed 1000-2000?	How has London changed 1000-2000?
Assessment Essay on Victorian London (Communicating about the Past)	Assessment Guide to Brick lane and how it has changed over the last 100 years (Historical Enquiry))
Spring term 2a	Spring term 2b
Medieval Realms	What was life like in Medieval Europe and Islam
Assessment Essay on Why did William win the battle of Hastings?(Communicating about the Past)	Assessment A travel guide to Rome (Historical Enquiry)
Summer term 3a	Summer term 3b
The Tudors and the protestant reformation	How did Britain change after the protestant reformation?
Assessment Essay on Why did Henry leave the Catholic Church?(Communicating about the Past)	Assessment Summer exam assessing all 5 skills

Homework that will be set (general)

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

Extra Curricular activities available

The department offer a trip in the summer term to the Tower of London to see how Mediaval castles were built and how the Tudors lived

Support available

L/SA's – support sheets help
Essay / templates / sheets
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 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

Pupils will be placed into sets in September based on their Key Stage 2 results and teacher assessment.
Set movements take place throughout the year after assessment tests.

What parents can do to help

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

Member of staff to contact if you have any queries:

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

Subject: MUSIC

Aims of the course

- To introduce students to the foundations of music by investigating a range of musical styles and genres.
- Be able to critically listen to and appreciate a broad range of musical styles.

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

Cross-curricular links:

Numeracy and Literacy, Humanities through World music topics, ICT

Programme of study by half term for 2016/2017

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

Autumn Term: 1a	Autumn Term: 1b
Bridging Unit	Pitch and Orchestral Instruments
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"> • Summative assessment of research project • Peer assessment of compositions.
Spring Term: 2a	Spring Term: 2b
Singing	Programme Music
Assessment <ul style="list-style-type: none"> • In-lesson formative teacher assessment of performance skills 	Assessment <ul style="list-style-type: none"> • Formative assessment of GarageBand group project. • Extension of listening skills through peer assessment of completed projects.
Summer Term: 3a	Summer Term: 3b
Musicals	African Music
Assessment <ul style="list-style-type: none"> • Formal and informal assessment of class performances. • Peer assessment of rap compositional tasks. 	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.

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 – guitar or keyboard recommended.

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 2016/2017

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

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

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

Assessment

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

Homework that will be set (general)

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

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

Groups in Year 7 work in single sex mixed ability classes initially, and after October ½ term are grouped according to their practical ability.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mrs Reid
Head of PE

Mr D'Silva
Head of Boys PE

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

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
Why Religious Studies?	The Lion, the Witch & the Wardrobe
Assessment Group presentation about one of the 'Big Six.'	Assessment GCSE style assessment on Lion, Witch & Wardrobe _[BK1]
Spring term 2a	Spring term 2b
Inspirational Figures	Inspirational Figures
Assessment GCSE style assessment on Inspirational Figures	Assessment GCSE style assessment on Inspirational Figures
Summer term 3a	Summer term 3b
Five Pillars	Life of Christ
Assessment The end of year examination	Assessment GCSE style assessment on Life of Christ

Homework that will be set (general)

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

Extra Curricular activities available

Visits from members of local faith groups

Support available

School Library and Homework Club.

Groupings or setting

Groups will be banded throughout Humanities subjects.

What parents can do to help

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

Member of staff to contact if you have any queries:

Mrs K Bowman

Year Group: 7

Key Stage 3

Subject: SCIENCE

Aims of the course

Pupils in year 7 will complete KS3 over 2 years, allowing them to spend longer on their GCSEs. We aim to give pupils a thorough grounding in the sciences and the scientific method, as well as developing their personal learning and thinking skills.

Pupils will complete an introductory topic, covering key science skills and lab safety. They will then move on to cover 5 topics, each lasting approximately half a term. These topics cover a diverse range of subjects, from traditional biology, chemistry and physics, to environmental science.

A baseline test covering Key Stage 2 skills and content is taken close the start of the year. There will be a test at the end of each topic and an end of year examination, which will cover all but the last topic of the year. A particular emphasis is placed on scientific and mathematical skills, as these are vital to enable pupils to succeed at GCSE and beyond.

Programme of study by half term for 2016/17

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

Homework that will be set (general)

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

Extra Curricular activities available

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

Support available

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

Groupings or setting

Year 7s are all taught in mixed ability groups initially. This is reviewed following the baseline test and one top set on each side of the year is established. All other groups are mixed ability. Groupings are reviewed after each test and pupils may move as necessary

What parents can do to help

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