

# Wanstead High School



## Year 8 Curriculum Booklet 2023 -24

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# Art & Design

Pupils receive 2 lessons of Art and Design each fortnight.

The importance of Art & Design in the curriculum enables pupils to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Art & Design inspires pupils to develop Education with Character taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art are...

- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others
- to learn about history of art, craft, design and architecture, including periods, styles and major movements

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils in Year 8 will be introduced to Portraiture:</p> <p>Pupils in Year 8 will be working on their "Identity Project" through-out the year.</p> <p>Pupils will begin primarily focusing on how to draw realistic facial features.</p> <p>-Eyes -Nose -Mouth</p> <p>2D- Drawing, tone and shading</p> <p>IT Provision- Demonstration Video</p>	<p>Autumn Term 1 &amp; 2</p>	<p>Key Words:</p> <ul style="list-style-type: none"> <li>• Proportion</li> <li>• Tone</li> <li>• Texture</li> <li>• Line</li> <li>• Depth</li> <li>• Space</li> <li>• Colour</li> <li>• Form</li> <li>• Shape</li> </ul> <p>Recommended reading List:</p> <p><i>Playing to the Gallery</i> by Grayson Perry. "Helping Contemporary Art in Its Struggle to Be Understood."</p>	<p>Pupils will be striving for accuracy and capturing the likeness of the subject. This will require careful observation, attention to detail and the ability to depict facial features with expression.</p> <p>Pupils will go beyond mere representations, but attempt to capture the emotions, personality and inner essence of their subject features.</p>
<p>Pupils will be introduced to a range of contemporary and cultural artists from whom they can select a number of styles and techniques to use in their own adaptation of their portrait.</p> <p>Skills: 2D-Drawing, painting, collage Artists: Picasso, Chuck Close, Lichtenstein, Basquiat, Yladom-Boakye, etc.</p>	<p>Spring Term 1 &amp; 2</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to hone critical thinking skills.</p>	<p>The ambition can be found in pupils bringing their own artistic style and interpretation to their own personal portrait.</p> <p>This will involve experimenting with unconventional techniques, pushing the limits of their abilities and creating portraits that are fresh, though provoking and impactful.</p> <p>The ambition lies in pushing our pupils to improve and develop a high level of technical proficiency.</p>
<p>Pupils develop ideas through investigations,</p>	<p>Summer Term 1 &amp; 2</p>	<p>Asking pupils to write about their art-</p>	<p>Greater ambition will be how pupils create a connection between their work and that of</p>

<p><b>demonstrating critical understanding of artists/movements</b></p> <p><b>Artist’s connections- Picasso, Chuck Close, Lichtenstein, Basquiat, Yiadom-Boakye, etc.</b></p> <p><b>Pupils begin to refine outcome /quarters with attention to detail.</b></p> <p><b>2D drawing, painting, collage, ink, fine-liners.</b></p>		<p>making is also used regularly to engage in literacy.</p>	<p>their artists that is both visually captivating and personally meaningful.</p>
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<p><b>How are pupils informally and formally assessed?</b></p>	<p>Most assessments in the art classroom are conducted informally such as noting which pupils are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways teachers assess pupil’s progress. This is also noted through the departments assessment templates recording self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>ILA’s (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where pupils are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation. Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</p>
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p>There are a number of useful links to support pupils: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage pupils where possible to practice on digital platforms such as Photoshop, Adobe illustrator and Pro Create to name but a few programmes.</p>

<p><b>Equipment for lessons</b></p>	<p>All pupils are expected to bring to lessons basic equipment, e.g., 2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. The Art dept, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase on the school’s ParentPay system.</p>
<p><b>Enrichment activities</b></p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. Year 8 pupils are widely encouraged to visit Art Galleries/Exhibitions.</p>
<p><b>Careers curriculum</b></p>	<p>There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media.</p> <p>Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils. Within the class-room we aim to develop pupils with transferable skills they can take out into the world:</p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Observation Skills</li> <li>• Discipline</li> <li>• Organisational Skills</li> <li>• Self-Expression</li> <li>• Self-Appreciation</li> <li>• Courage</li> </ul>

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# Computing

## Pupils receive 2 lessons of Computing each fortnight.

Computing is important in Year 7 and beyond because it equips pupils with essential skills and knowledge for the digital age, prepares them for future career opportunities and promotes critical thinking and creativity. It is a subject that empowers pupils to thrive in our technology driven society.

Computing inspires pupils to develop Education with Character in several ways. It often involves problem solving and debugging which can be challenging. Facing and overcoming these challenges can cultivate resilience and perseverance in pupils. The subject offers opportunities for creative expression through coding, game design and web development. Encouraging creativity helps pupils develop an innovative and imaginative character. Learning about online safety promotes responsible online behaviour and a character founded on respect, empathy and kindness in the digital world.

Skills developed in Computing are: coding, algorithmic thinking, computational thinking, digital literacy, internet safety, problem solving, creativity, critical thinking, collaboration.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Computer hardware and software	Autumn term 1	<a href="https://www.bbc.co.uk/bitesize/topics/zmpsgk7">https://www.bbc.co.uk/bitesize/topics/zmpsgk7</a>  <a href="https://www.youtube.com/watch?v=Nsk1gSOj2I">https://www.youtube.com/watch?v=Nsk1gSOj2I</a>  Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be able to work apply their knowledge by working in projects that involve both hardware and software components. For example, building a robot that requires programming and hardware integration. Understanding the synergy between hardware and software can inspire entrepreneurial thinking. Pupils may identify opportunities to create tech-based start-ups or innovate within existing industries.
Alice Programming	Autumn term 2	<a href="http://www.alice.org/">http://www.alice.org/</a>	Alice is a visual programming language that uses a drag-and-drop interface to create 3D animations and interactive stories. This visual approach is user-friendly and can be particularly appealing to pupils, making programming more accessible and less intimidating. The visual nature of Alice programming can be inclusive for pupils with different learning styles and abilities, making it accessible to a diverse range of learners. They can design characters, scenes, and narratives, fostering artistic and storytelling skills alongside programming.
Introduction to Python	Spring term 1	<a href="https://www.python.org/about/gettingstarted/">https://www.python.org/about/gettingstarted/</a>  <a href="https://www.w3schools.com/python/">https://www.w3schools.com/python/</a>  <a href="https://www.dataquest.io/blog/learn-python-the-right-way/">https://www.dataquest.io/blog/learn-python-the-right-way/</a>	Python is a highly relevant and in-demand programming language in various industries, including web development, data science, artificial intelligence, and scientific research. Teaching Python early provides pupils with a valuable skillset that aligns with current and future job opportunities. Python is known for its clear and readable syntax, making it an excellent choice for teaching coding to beginners. This early exposure helps pupils become coding literate and comfortable with programming concepts.
Spreadsheets	Spring term 2	<a href="https://www.w3schools.com/EXCEL/index.php">https://www.w3schools.com/EXCEL/index.php</a>	Spreadsheets are widely used in business, finance, science, and many other fields. Teaching

		<a href="https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1</a>	spreadsheets early provides pupils with skills directly applicable to real-world scenarios, including budgeting, data analysis, and project management.
<b>Binary conversion</b>	<b>Summer term 1</b>	<a href="https://www.bbc.co.uk/bitesize/topics/zgv8dp3/articles/z9j2jsg">https://www.bbc.co.uk/bitesize/topics/zgv8dp3/articles/z9j2jsg</a>	Teaching binary provides pupils with a deep understanding of how computers represent and process data at a low level, which is essential for understanding computer architecture, hardware, and operating systems. Learning binary requires pupils to think in a systematic and logical way. This promotes computational thinking skills, which are valuable for solving complex problems and developing algorithms.

<b>How are pupils informally and formally assessed?</b>	Each unit is assessed by a 30-minute written exam consisting of multiple choice, short answer and extended writing questions.
<b>Developing Independent and Home Learning Skills</b>	All lesson materials are posted onto Google Classroom before each lesson. All lessons will have assignment for self-assessment with quizzes on Google Classroom. Pupils will test their knowledge and understanding independently and will be provided with immediate feedback. Pupils are encouraged to tackle problem solving exercises independently before seeking assistance. Homework is set and marked on Google Classroom.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a> <a href="https://code.org/">https://code.org/</a>

<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. All other equipment is provided in school.
<b>Enrichment activities</b>	Robotics club
<b>Careers curriculum</b>	Relevant links made throughout the curriculum relevant to topics being learned. Career choices could include software developer, data scientist, Cyber security analyst, AI ethics consultant IT project manager and Game developer

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# Dance

## Pupils receive 2 lessons of Dance each fortnight.

The Dance curriculum aims to provide pupils with a range of experiences that will develop both their practical ability and their theoretical understanding of dance as a Performing Arts subject. The curriculum delivers in depth exploration of a diverse range of styles, professional works, and choreographers, that has been carefully selected to broaden and deepen pupils' knowledge of rich cultural capital and prepare them for higher level analysis. Pupils are challenged in their physical and technical training, whilst content and tasks confront them with cross-curricular questioning and allow them to explore subject matter through choreography and performance. Pupils will benefit from a range of performing experiences and will develop an awareness of performance skills and requirements. All pupils are encouraged to contribute to discussions and evaluation activities to develop their deeper understanding of the subject.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Motif Development</b>	<b>Autumn Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	Pupils will be introduced to the choreographic process as the role of choreographer. Pupils will understand what is a motif and how they can be developed to add interest to a performance. <ul style="list-style-type: none"> <li>● ASDR</li> <li>● Motif development</li> <li>● Choreographic devices</li> <li>● Rehearsal skills and discipline</li> </ul>
<b>Working with a stimulus</b>	<b>Autumn Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	Pupils will be given a stimulus and create choreography in response using all knowledge about ASDR and motif/motif development. <ul style="list-style-type: none"> <li>● Stimulus</li> <li>● Choreographic intention</li> <li>● ASDR</li> <li>● Motif development</li> <li>● Rehearsal skills</li> </ul>
<b>Dance Through the Eras</b>	<b>Spring Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	Pupils will be introduced to different dance styles from different genres (1920s, 50s, 70, 90). Pupils will understand different stylistic features and how to identify them and use them to enhance their performance. <ul style="list-style-type: none"> <li>● Performance skills</li> <li>● Stylistic features</li> <li>● Rehearsal skills</li> <li>● Projection</li> <li>● Energy</li> <li>● Musicality</li> </ul>
<b>Performing Arts Musicals Project</b>	<b>Spring Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	Pupils will be introduced to a new musical and understand cross-curricular skills from drama and music to understand how to prepare and perform as a musical theatre performer. <ul style="list-style-type: none"> <li>● Performance skills</li> <li>● Skills of a musical theatre performer</li> <li>● ASDR</li> <li>● Rehearsal skills</li> <li>● Choreographic tools</li> </ul>
<b>Emancipation of Expressionism (Hip)</b>	<b>Summer Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> </ul>	Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent

<b>Hop)</b>		<ul style="list-style-type: none"> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	features such as: <ul style="list-style-type: none"> <li>● Costume</li> <li>● Set</li> <li>● Lighting</li> <li>● Movement analysis</li> <li>● Accompaniment</li> </ul>
<b>West Side Story</b>	<b>Summer Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> </ul>	Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as: <ul style="list-style-type: none"> <li>● Costume</li> <li>● Set</li> <li>● Lighting</li> <li>● Movement analysis</li> <li>● Accompaniment</li> </ul>

<b>How are pupils informally and formally assessed?</b>	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each half term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
<b>Developing Independent and Home Learning Skills</b>	<p><b>Google classroom:</b></p> <p>Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
<b>Useful e-Learning Resources (e.g., web links)</b>	<ul style="list-style-type: none"> <li>● <a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</a></li> <li>● <a href="https://www.youtube.com/watch?v=21CR01rlmv4&amp;t=122s">https://www.youtube.com/watch?v=21CR01rlmv4&amp;t=122s</a></li> <li>● <a href="https://www.youtube.com/results?search_query=west+african+dance">https://www.youtube.com/results?search_query=west+african+dance</a></li> <li>● <a href="https://www.youtube.com/watch?v=vD-LFksC1Nc">https://www.youtube.com/watch?v=vD-LFksC1Nc</a></li> <li>● <a href="https://www.youtube.com/watch?v=YqY1e-iCRdo">https://www.youtube.com/watch?v=YqY1e-iCRdo</a></li> <li>● <a href="https://www.youtube.com/watch?v=-ofM_1rPB5I">https://www.youtube.com/watch?v=-ofM_1rPB5I</a></li> </ul>

<b>Equipment for lessons</b>	<p>Dance kit (Wanstead PE Kit)                  2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</p>
<b>Enrichment activities</b>	<p>Year 7 and 8 Dance Company (Tuesday lunchtime)                  Key Stage 3 London Youth Games Team (Friday after school)                  Grease The Musical (Auditions in September and show in February)</p>
<b>Careers curriculum</b>	<p>Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work.</p> <p>Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.</p>

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# Drama

**Pupils receive 2 lessons of Drama each fortnight.**

In Drama, pupils are introduced to the fundamental skills and techniques of drama including vocal and physical skills, rehearsal and creation techniques and elements of technical theatre. Through a range of different topics and scenarios, pupils will learn how to apply these skills to exploration, rehearsal, and performance. At the end of each topic, pupils will create a performance in which they apply the skills they have developed, which will be shared with and evaluated by their class. Alongside the skills of performance creation, development and evaluation, pupils will have the opportunity to develop a number of transferable skills that are vital in developing pupil's skills in empathy, confidence and team working.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Physical Theatre</b>	<b>Autumn Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will be introduced to physical theatre and develop understanding of Hymn Hands and gestures to show a storyline and relationship between two people. Pupils are challenged as they do not use dialogue but only physical skills: <ul style="list-style-type: none"> <li>● Stimulus</li> <li>● Physical Theatre</li> <li>● Puppetry</li> <li>● Physical skills</li> </ul>
<b>Stage Directions/ Pantomime</b>	<b>Autumn Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will be introduced to a new genre; pantomime. Pupils will explore and understand stock characters and explore a new theatrical style <ul style="list-style-type: none"> <li>● Pantomime</li> <li>● Stage direction</li> <li>● Characterisation</li> <li>● Vocal skills</li> <li>● Physical skills</li> </ul>
<b>Monologues</b>	<b>Spring Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will choose a song; the lyrics will be interpreted as a monologue. Pupils will be introduced the Stanislavski theatre style; naturalism. Pupils will be expected to perform and memorise their monologue showing vocal and physical skills <ul style="list-style-type: none"> <li>● Practitioner work</li> <li>● Vocal skills</li> <li>● Physical skills</li> <li>● Devices</li> <li>● Characterisation</li> <li>● Naturalism</li> </ul>
<b>Performing Arts Musicals Project</b>	<b>Spring Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will be introduced to musical theatre and understand cross-curricular skills from drama to understand how to prepare and perform as a musical theatre performer <ul style="list-style-type: none"> <li>● Musical Theatre</li> <li>● Vocal skills</li> <li>● Physical skills</li> <li>● Characterisation</li> <li>● Script work</li> </ul>

			<ul style="list-style-type: none"> <li>● Flashback</li> <li>● Tension</li> </ul>
<b>Caucasian Chalk Circle and Bertolt Brecht</b>	<b>Summer Term 1</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will devise scenes from the Caucasian Chalk Circle. Pupils will be introduced to practitioner Brecht and how to use his devices in epic theatre. <ul style="list-style-type: none"> <li>● Practitioner work</li> <li>● Working with text/scripted</li> <li>● Vocal skills</li> <li>● Physical skills</li> <li>● Devices</li> <li>● Characterisation</li> <li>● Breaking the fourth wall</li> <li>● Naturalism</li> </ul>
<b>Romeo and Juliet</b>	<b>Summer Term 2</b>	Promoting literacy through: <ul style="list-style-type: none"> <li>● Verbal feedback</li> <li>● Written feedback</li> <li>● Self and peer feedback using key terms</li> <li>● Review lesson: reflective written assignment questions</li> <li>● Termly target setting</li> <li>● Script work and working with texts</li> </ul>	Pupils will be introduced to new physical skills in relation to stage combat. Pupils will learn how to perform stage combat safely and perform a scene from Shakespeare's; Romeo and Juliet <ul style="list-style-type: none"> <li>● Stage combat</li> <li>● Scripted work</li> <li>● Vocal skills</li> <li>● Health and safety</li> <li>● Physical skills</li> <li>● Characterisation</li> </ul>

<b>How are pupils informally and formally assessed?</b>	Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each half term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.
<b>Developing Independent and Home Learning Skills</b>	<b>Google classroom:</b> Each term all lessons and classroom tasks are posted onto the google classroom. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a> <a href="https://www.youtube.com/watch?v=SEzskNtFnIY">https://www.youtube.com/watch?v=SEzskNtFnIY</a> <a href="https://www.youtube.com/watch?v=VjnKwTAmSNs">https://www.youtube.com/watch?v=VjnKwTAmSNs</a>

<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. Props and costume if necessary
<b>Enrichment activities</b>	Key Stage 3 Drama Club Grease The Musical (Auditions in September and show in February) Theatre Trips
<b>Careers curriculum</b>	Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Actor, Director, Stage Combat artist, Screen writer, Casting Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.

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# English

In Year 8 pupils receive 8 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organized. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes.

In each Key Stage 3 year we cover topics that are important to the pupils and allow them to develop their active learning skills which are crucial for success beyond Key Stage 3. In each year we cover a range of texts including: fiction, non-fiction, plays and poetry. The curriculum allows pupils to read widely, develop a critical voice and experiment with their own writing style. During the academic year we also offer a range of enrichment opportunities such as: Poetry Week, World Book Day, National Writing Day, Wanstead Reading Projects, competitions and theater visits.

## Skills that we develop during English lessons:

### Reading Skills:

- Use a **range of strategies**, including accurate decoding of text, to read for meaning.
- **Understand, describe, select or retrieve** information, events or ideas from texts and use quotation and reference to text.
- **Deduce, infer or interpret** information, events or ideas from texts.
- Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level using technical terminology.
- Explain and comment on **writers' use of language**, including grammatical and literary features at word and sentence level.
- Identify and comment on **writers' purposes and viewpoints**, and the overall effect of the text on the reader.
- Relate texts to their **social, cultural and historical traditions**.
- Comparing **ideas within** texts.

### Writing Skills:

- Write **imaginative, interesting and thoughtful** texts. Producing texts which are appropriate to task, reader and purpose.
- Use **Standard English** for all formal writing.
- **Organise and present** whole texts effectively, sequencing and structuring information, using paragraphs.

### Speaking and listening skills:

- Speaking **confidently** and without hesitation
- Use standard and sophisticated language
- Consider expression, tone, eye contact and body language

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Conflict	Term 1	<ul style="list-style-type: none"> <li>• 'The Great War' picture book</li> <li>• 'Now or Never'</li> <li>• Poetry week</li> <li>• Language skills</li> <li>• War poetry</li> <li>• Class novel - 'The Giver'</li> <li>• Reading projects</li> </ul>	<ul style="list-style-type: none"> <li>○ Challenging range of texts selected</li> <li>○ Stretch and challenge tasks every lesson</li> <li>○ Leadership opportunities (during discussions and groupwork)</li> <li>○ Ambitious success criteria for writing tasks</li> <li>○ Suggested reading lists for wider reading</li> <li>○ Independent research tasks</li> <li>○ Presentations in front of peers</li> </ul>
Crime	Term 2	<ul style="list-style-type: none"> <li>• Murder Mystery stories and Literary Shorts</li> <li>• Language skills</li> <li>• Short story competition (Redbridge)</li> </ul>	

		<ul style="list-style-type: none"> <li>• ‘Curious Incident in the Night Time’ – play script</li> <li>• The laboratory</li> <li>• Sherlock Holmes</li> <li>• Reading projects</li> </ul>	<ul style="list-style-type: none"> <li>○ Links made to GCSE demands to push pupils</li> <li>○ Opportunity to perform poetry/drama</li> </ul>
Fear/Gothic	Term 3	<ul style="list-style-type: none"> <li>• Class novel</li> <li>• Gothic extracts</li> <li>• Short stories</li> <li>• preparation for end of year assessment</li> <li>• Reading projects</li> </ul>	

<b>How are pupils informally and formally assessed?</b>	<p>Assessments include:</p> <ul style="list-style-type: none"> <li>- Essays (reading and analytical skills)</li> <li>- Creative writing</li> <li>- Non-fiction writing</li> <li>- Presentations (speaking and listening skills)</li> </ul>
<b>Developing Independent and Home Learning Skills</b>	<ul style="list-style-type: none"> <li>- Home learning is set on Google Classroom and reflects the theme of the given term</li> <li>- Wanstead Reading Project – termly task to encourage reading for pleasure and culminates in a presentation at the end of each term.</li> </ul>
<b>Useful e-Learning Resources (e.g., web links)</b>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></p> <p><a href="https://www.bl.uk/">https://www.bl.uk/</a></p> <p><a href="https://www.shakespearesglobe.com/">https://www.shakespearesglobe.com/</a></p> <p><a href="https://readingagency.org.uk/books/">https://readingagency.org.uk/books/</a></p>

<b>Equipment for lessons</b>	<ul style="list-style-type: none"> <li>• 2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.</li> </ul>
<b>Enrichment activities</b>	<ul style="list-style-type: none"> <li>• Poetry Week</li> <li>• World Book Day</li> <li>• National Writing Day,</li> <li>• Wanstead Reading Projects</li> <li>• Writing competitions (national and school based)</li> <li>• Theatre visits</li> <li>• Summer Reading Challenge</li> </ul>
<b>Careers curriculum</b>	We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)

<b>Head of Department and email contact</b>	<p>Ms A. Malik (CTL)  <a href="mailto:a.malik@wansteadhighschool.co.uk">a.malik@wansteadhighschool.co.uk</a></p> <p>Ms C. Gorczak (KEY STAGE 3 Co-Ordinator)  <a href="mailto:c.gorczak@wansteadhighschool.co.uk">c.gorczak@wansteadhighschool.co.uk</a></p>
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# Food and Nutrition

**Pupils receive 3 lessons each fortnight for 10 weeks during the academic year.**

Food and Nutrition in the curriculum is essential in order to help develop consumers who have an awareness of a balanced diet and the practical skills to help them meet this need. It also allows pupil to explore environmental, social and religious issues around food and how these impact on their food choices. As they move through their education, they will develop a secure understanding of the role of food science in food production and how this can be manipulated while cooking.

Food and Nutrition inspires pupils to develop Education with Character by supporting their skills in becoming consumers who question the role of food in their daily lives and the far-reaching impact of their choices.

Skills developed in Food and Nutrition are: -

<b>Presentation Evaluation</b>	<b>Design Planning</b>	<b>Investigative Analytical</b>
<b>What is taught</b>	<b>When is it taught</b>	<b>Reading list and Literacy focus</b>
-Dietary goals. -Function of cake ingredients. -Practical skills.	10-week block of lessons	-Science subject specific terminology -Dietary illnesses
		<b>Where the curriculum is ambitious</b>
		Pupils will be asked to complete a mock NEA1 which tests and develop their skills in independent learning and problem solving. They will also have to apply their knowledge to make predictions when baking with or without the necessary ingredients.
		Pupils will be encouraged to experiment with new recipes, creating their own dishes and explore new innovative techniques in a kitchen environment.
		They will receive a more comprehensive nutrition education, where pupils will learn and develop life-long eating habits through understanding food labels and making healthy food choices.
		Pupils will also be expected to show a great deal more personal responsibility with their choice of ingredients and be entrusted to work with raw meat.
		Exposing pupils to real-world experiences and inspiring them to pursue careers in the food industry by inviting guest speakers, field trips, visiting local businesses in the community to learn directly from the experts.
<b>How are pupils informally and formally assessed?</b>	Independent Learning Assignments, end of rotation tests, class contribution, practical work.	
<b>Developing Independent and Home Learning Skills</b>	<i>Independent Learning Assignments to be completed focusing on nutrition.</i>	
<b>Useful e-Learning Resources (e.g., web links)</b>	https://www.nutrition.org.uk/ www.bbc.co.uk/food	
<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.	
<b>Enrichment activities</b>	Competitions and trips throughout the year.	
<b>Careers curriculum</b>	Visiting chefs and food experts. Competitions at local colleges and food venues	
<b>Head of Department and email contact</b>	Mr A Yiacoumi <a href="mailto:a.yiacoumi@Wansteadhigh.co.uk">a.yiacoumi@Wansteadhigh.co.uk</a>	

# Geography

**Pupils receive 3 lessons of Geography each fortnight.**

Geography is the only subject in the curriculum linking the science and humanities disciplines. Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

**“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”**

**Sir Michael Palin former President of the Royal Geographical Society and television personality.**

Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed active, sustainable and mindful citizen in society.

Skills developed in Geography are: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, using evidence, map reading and interpretation.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Development &amp; Geopolitics</b> We consider why there still huge variations in levels of development across the world and how countries interact with one another and the consequences of disagreement and alliance.	September – December	<u><b>Progress in Geography Key Stage 3</b></u> D. Gardner, et al. 9781510428003 <u><b>Nelson Key Geography Interactions</b></u> D. Waugh. 9780748730308 <u><b>Factfulness: Ten Reasons We're Wrong About the World</b></u> H. Rosling 9781473637498	Geopolitics is a complex topic, often only taught at A Level. We will review the reason why there are global alliances and points of tension with an aim to not only increase understanding but also to develop empathy and critical thinking. Within this unit pupil will review a variety of pieces of theoretical perspectives developing a critical and evaluative eye on these concepts. The end of unit formal assessment is written in a GCSE style.
<b>The Economic World</b> Globalisation is a process which has shaped the economic functioning of the world over the past 40 years. Within this unit we consider the importance of a range of natural resources and how the world is or is not acting in a sustainable way.	January – April	<u><b>Prisoners of Geography</b></u> T. Marshall 9781783962433  Across all unit's geographical terminology will be used with the expectation that pupil use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupil will be presented with a diverse range of pieces of evidence in graphical, visual, tabular, cartographical and written formats which will be analysed and evaluated. The fieldwork investigation for this unit will enable pupil to critically review the nature of local businesses and the impacts that they may be having socially, economically and environmentally at a variety of scales. The end of unit formal assessment is written in a GCSE style.
<b>Physical Landscapes (2)</b> In this second unit investigating natural features and landscapes we will learn how coastal and mountain environments are formed through natural processes and human interactions.	May – July		Within this unit we will continue to explore the physical landscapes shaping the world, building on the learning from Year 7. The interpretation of Ordnance Survey maps, aerial images and data sets will stretch pupil understanding of the processes which shape our natural world. The end of unit formal assessment is written in a GCSE style.

<b>How are pupils informally and formally assessed?</b>	Each unit is assessed by a 40-minute written exam consisting of multiple choice, short answer and extended writing questions. Pupil will be tested on current and prior learning.	
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<p><b>Developing Independent and Home Learning Skills</b></p>	<p>All lesson materials are posted onto Google Classroom following each lesson or completion of content. Pupil are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning or to prepare pupil for the next stage of their learning journey.</p>	<p><i>Including how Google Classroom is used</i></p>
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a> <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a> <a href="https://www.geographyalltheway.com/ks3_geography.htm">https://www.geographyalltheway.com/ks3_geography.htm</a> <a href="https://www.geographyinthenews.org.uk/">https://www.geographyinthenews.org.uk/</a> <a href="https://www.metlink.org/resource/key-stage-3/">https://www.metlink.org/resource/key-stage-3/</a> <a href="https://www.youtube.com/@bbcteach">https://www.youtube.com/@bbcteach</a></p>	
<p><b>Equipment for lessons</b></p>	<p>2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator, colour pencils are useful (scientific) and their books for timetabled lessons.</p>	
<p><b>Enrichment activities</b></p>	<p>Year 8 pupil will have the opportunity to participate in a local investigation into globalisation and economic activity during the Spring Term. Meteorological Club (after school) in room NB1 with Mr Smith. Key Stage 3 homework support and further study each week after school.</p>	
<p><b>Careers curriculum</b></p>	<p>Studying Geography will help pupil to develop a wide variety of employability skills as well as developing an understanding of the world around us. As the only subject bridging both the sciences and humanities Geographers have a skills set welcomed by virtually all career areas – no employer will ever turn an applicant down because they have a Geography GCSE or A Level. Career choices could include: the environment sector, law, government, education, media, urban planning, sustainability consultant, risk analyst, architect, international aid or development worker, journalism, social researcher.</p>	
<p><b>Head of Department and email contact</b></p>	<p>Mr D Leftwich FRGS <a href="mailto:d.leftwich@wansteadhigh.co.uk">d.leftwich@wansteadhigh.co.uk</a></p>	

# Graphics

Pupils receive 3 hours of lessons of Graphics each fortnight for 10 weeks.

Pupils learn how to develop designs freehand sketching skills as well as the use of CAD software program Google SketchUp. In addition, pupils learn to use the modelling material Styrofoam to communicate their ideas. This allows the pupils freedom of expression and the ability to create original and imaginative outcomes. Graphics inspire pupils to develop Education with Character by enabling pupils to develop a wide range of transferable skills for further education, work and life. Pupils' imagination flourishes and they are encouraged to experiment with processes.

Graphics encourages pupils to explore, enjoy and develop their creative thinking, design, problem solving and critical analysis skills.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Use of Google Sketchup tools	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed NEA style project
Safe operation of the hot wire cutter		Evaluation writing	
Pupils work with Styrofoam			

How are pupils informally and formally assessed?	Pupils receive formative feedback from our dept bank/templates. We make use of a range of peer/ self and teacher assessment in order to allow pupils to reflect on their design, practical and evaluation work. Pupils will have mid-term assessment at three points in the school year.
Developing Independent and Home Learning Skills	<i>Google Classroom will be updated each rotation with all the resources used in class. An Independent Learning Assignment will be set for pupils each term.</i>
Useful e-Learning Resources (e.g., web links)	<a href="https://www.youtube.com/watch?v=qgt2s9RzvKM">https://www.youtube.com/watch?v=qgt2s9RzvKM</a>

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons., sharpener and colouring pencils.
Enrichment activities	<b>Extracurricular clubs and competition throughout the year</b>
Careers curriculum	<b>Careers talks</b>

Head of Department and email contact	Mr A Yiacoumi <a href="mailto:a.yiacoumi@Wansteadhigh.co.uk">a.yiacoumi@Wansteadhigh.co.uk</a>
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# History

Pupils receive 3 lessons of History each fortnight.

**History, Classics and Politics provide pupils with a wide range of valuable transferable skills.** Principally, pupils develop the ability to understand and critically analyse issues and events.

Our department strives to provide every pupil in Key Stage 3 with a lifelong love and respect of history, heritage and culture. The curriculum will be de-colonised and aim to instil in every pupil a wish to 'call out' and challenge racism and prejudice. Every pupil will be challenged to extend their skills of reasoning, logic, evidence and interpretation. They will learn to formulate and test their own hypotheses and to frame their own historically appropriate questions using both broad and precise vocabulary. They will become independent, critical thinkers, able to evaluate information and communicate effectively in the modern world.

Teachers in the department will be provided with opportunities to further hone their expertise in the craft of teaching history in interesting and dynamic ways, informed by evidence-based research.

**History inspires pupils to develop Education with Character by** providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in- and out of school educational opportunities and trips to develop and expand on the in-class learning.

**Other skills developed in history are:**

- a development of clear expression, both oral and written
- putting forward ideas and arguments in a concise manner
- gathering, investigating and assessing evidence and material
- research, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- develop more powerful understandings of the second-order concepts (causation, evidence etc.) rather than just 'knowing more stuff'.

What is taught	When is it taught	Concept focus and reading links	Where the curriculum is ambitious
How successfully did the Tudors deal with England's problems?	Autumn 1	<b>Interpretations</b> "The Prince and the Pauper" Mark Twain Hilary Mantel's trilogy on Thomas Cromwell, e.g., "Wolf Hall"	<b>Links to Henry VIII GCSE history unit (not taught at Wanstead) →</b> use of materials, AOs, as well as historiography
Why was the 17th century such a tumultuous era in British history?	Autumn 2	<b>Cause and Consequence</b> "The King's General" Daphne du Maurier "A Journal of the Plague Year" Daniel Defoe	<b>Interpretation skills using primary sources →</b> wide use of primary source material from the time, in some cases adapted for pupils
How can we learn about the impact of the transatlantic slave trade in the 1600s-1830s?	Spring 1	<b>Evidence/Utility</b> "Beloved" Toni Morrison "The Colour Purple" Alice Walker	<b>Wide variety of contemporary primary sources →</b> wide use of primary source materials and the latest historiography on the triangular trade
What was the impact of the British Empire on its colonies? – case study: British India	Spring 2	<b>Significance</b> "Such a Long Journey" Rohinton Mistry "A Suitable Boy" Vikram Seth	<b>Links to A Level history →</b> historiography from Paper 3 adapted to Key Stage 3 pupils; source materials and skills
What were the key features of the Civil Rights movement in the US and Britain by the 1970s?	Summer 1	<b>Change and continuity</b> "I know why the Caged Bird Sings" Maya Angelou "If Beale Street Could Talk" James Baldwin	<b>Comparison between civil rights in Britain and the US →</b> overview of topic using skills and AOs from the IBMY programme

<b>How far were the activities of the Suffragettes the most important reason for women gaining the vote in the UK?</b>	<b>Summer 2</b>	<b>Interpretations</b> "Things a Bright Girl Can Do" Sally Nicholls "Opal Plumstead" Jacqueline Wilson	<b>Variety of interpretations on the success of the suffragettes</b> → source materials and interpretations from GCSE/A level spec
<b>How are pupils informally and formally assessed?</b>	A formative assessment every ½ term focusing on <i>both</i> knowledge and skills, as well as literacy		
<b>Developing Independent and Home Learning Skills</b>	Bi-weekly homework set and marked on google classroom.		
<b>Useful e-Learning Resources (e.g., web links)</b>	BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystagehistory.co.uk		
<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.		
<b>Enrichment activities</b>	Wide variety of out of lesson activities and clubs		
<b>Careers curriculum</b>	Archaeologist, historian, translator, solicitor/barrister, museum curator		
<b>Head of Department and email contact</b>	Mr P Chartorizhsky <a href="mailto:p.chartorizhsky@wansteadhigh.co.uk">p.chartorizhsky@wansteadhigh.co.uk</a>		

# Mathematics

**Pupils receive 7 lessons of Mathematics each fortnight.**

Mathematics is a vital part of the curriculum, pervading many other disciplines. It allows pupils to understand and make sense of a complex and ever-changing world, as well as providing the basic framework for navigating the numeracy we all encounter in our day-to-day lives.

Mathematics inspires pupils to develop Education with Character by promoting resilience through challenge and independent learning skills.

Mathematics develops skills including problem solving, reasoning and analytical thinking.

What is taught	When is it taught	Reading list and Literacy focus
Ratio, Transformations, Simple quadratic equations, Representing data	Autumn 1	Key mathematical words and phrases will be taught within lessons such as <ul style="list-style-type: none"> <li>• Part</li> <li>• Translate</li> <li>• Expression</li> <li>• Axes</li> <li>• Set</li> <li>• Theoretical</li> <li>• Gradient</li> <li>• Intercept</li> <li>• Perimeter</li> <li>• Square</li> <li>• Straight Edge</li> <li>• Base</li> </ul>
Venn diagrams, Speed, Experimental probability	Autumn 2	
Straight line graphs, Combining transformations, Metric and imperial units	Spring 1	
Frequency tables, Circumference of a circle	Spring 2	
Exchange rates, Area of a trapezium, Nth term	Summer 1	
Constructions & bearings, Laws of indices	Summer 2	

<b>How are pupils informally and formally assessed?</b>	Pupils have regular low-stakes formative mini-tests in lesson, as well as three formal summative assessments – 1 per term.
<b>Developing Independent and Home Learning Skills</b>	We use the Dr Frost Maths website for home learning tasks, as well as a platform for independent study. Our schemes of work are uploaded with instructional videos and unlimited practice questions.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a> <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a>

<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
<b>Enrichment activities</b>	Weekly homework support club. UK Maths Challenge club.
<b>Careers curriculum</b>	Relevant links made throughout the curriculum relevant to topics being learned.

<b>Head of Department and email contact</b>	Mr S. Nelson <a href="mailto:s.nelson@wansteadhigh.co.uk">s.nelson@wansteadhigh.co.uk</a>
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# MFL French

## Pupils receive 3 number of lessons of French each fortnight.

The importance of French in the curriculum is that it prepares our pupils to be able to communicate confidently in the real world, broaden their horizons, experience and empathy.

French/ Spanish inspires pupils to develop Education with Character by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.

Skills developed in French/Spanish are: effective communication through the improvement of listening, speaking, reading and writing skills.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>French:</b> Mealtimes/Ordering food in a café/Where you live, places in town/Francophonie/weekend activities/Future tense/Using 2 tenses together/Inventing a holiday camp/Film project	<b>Autumn</b>	Topic specific knowledge organiser and vocabulary list Gaston Marechaux revision skills/ Reading comprehension on 'Noel traditionnel'	<ul style="list-style-type: none"> <li>Challenge tasks every lesson</li> <li>Using authentic target language resources</li> <li>Opportunity for enquiry during flipped learning</li> <li>Links made to higher key stage 3 learning</li> </ul> Improve knowledge of French culture through music
<b>French:</b> Festivals and special celebrations/Leisure/Digital technology Forming questions/using negatives/opinions and justifications	<b>Spring</b>	Topic specific knowledge organiser and vocabulary list Revision skills Research skills Project/Research skills	<ul style="list-style-type: none"> <li>Improving confidence in communication via role plays</li> <li>Opportunities to research French culture through film study</li> </ul>

<b>How are pupils informally and formally assessed?</b>	Mini assessment Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests EOT/EOY assessment
<b>Developing Independent and Home Learning Skills</b>	<i>All lessons posted on Google Classroom Homework set weekly. Research based homework. Project work</i>
<b>Useful e-Learning Resources (e.g., web links)</b>	Activeteach pupil resources, <a href="http://www.memrise.com">www.memrise.com</a> . <a href="http://www.languagesonline.org">www.languagesonline.org</a>
<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons
<b>Enrichment activities</b>	Extra-curricular language clubs/Trips and visits/Film study/Cultural lessons/International Day of Languages/Culture Day
<b>Careers curriculum</b>	We apply the skills we obtain in language learning to improve our work prospects. We also improve our communication skills and get better at communicating ideas

<b>Head of Department and email contact</b>	Ms D Collins <a href="mailto:d.collins@wansteadhigh.co.uk">d.collins@wansteadhigh.co.uk</a>
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# Music

**Pupils receive two lessons of Music each fortnight.**

Music is a national curriculum foundation subject. It is a distinct academic discipline in its own right but also strongly fosters creativity and teamwork skills, as well as giving pupils an opportunity to express themselves in their performance and composition work.

Music inspires pupils to develop Education with Character by giving them opportunities to create their own music and learn about a wide range of existing music.

Pupils will develop their composition and performance (particularly keyboard) skills and to understand how the treble and bass clefs are used to record music in western staff notation. They will also develop their ability to describe the music that they hear using musical vocabulary.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
<b>Blues</b>	<b>Autumn 1</b>	<a href="https://www.youtube.com/watch?v=yM1eDeOxq14&amp;list=PLzx2CaScHFm5XG70WX20HZ5toPg0bxqQG">https://www.youtube.com/watch?v=yM1eDeOxq14&amp;list=PLzx2CaScHFm5XG70WX20HZ5toPg0bxqQG</a>	Pupils will be expected to perform independent parts on the keyboard with their two hands. They will be expected to demonstrate good ensemble skills when performing their blues songs. Performing in groups will be challenging for pupils who haven't done this before. Those who have will be encouraged to take leadership positions in this work.
<b>Composition 3: Minimalism</b>	<b>Autumn 2 and Spring 1</b>	<a href="https://www.youtube.com/watch?v=f1CNNf9iU9Y&amp;list=PLCJ96FurPOpOBITt3UUS1nY2z2mwqvny">https://www.youtube.com/watch?v=f1CNNf9iU9Y&amp;list=PLCJ96FurPOpOBITt3UUS1nY2z2mwqvny</a>	Pupils will be expected to demonstrate an ability to combine and develop musical ideas and vary the texture in their composition.
<b>Ukulele Performance</b>	<b>Spring 2</b>	<a href="https://learnplayuke.com/first-steps-basics-guide/">https://learnplayuke.com/first-steps-basics-guide/</a> <a href="https://www.youtube.com/watch?v=-yDM2hp78L4&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=-yDM2hp78L4&amp;ab_channel=TEDxTalks</a>	All pupils will be expected to prepare a challenging performance that focuses on melodic or chordal playing (or combines both of these). Those who have played the ukulele (or guitar) before will be encouraged to find more advanced material from the internet.
<b>Reggae Performance</b>	<b>Summer 1</b>	<a href="https://www.youtube.com/watch?v=7Znh00M9jiA&amp;ab_channel=RocksteadyFreddie">https://www.youtube.com/watch?v=7Znh00M9jiA&amp;ab_channel=RocksteadyFreddie</a> <a href="https://www.youtube.com/watch?v=yv5xonFSC4c&amp;ab_channel=BobMarleyVEVO">https://www.youtube.com/watch?v=yv5xonFSC4c&amp;ab_channel=BobMarleyVEVO</a>	All pupils will be expected to perform a bass line and syncopated chord part on their own, which will challenge their co-ordination. More advanced versions of the chorus of the song will be provided for those who have (or have had) piano lessons in the past.
<b>Composition 4: Fight Scene</b>	<b>Summer 2</b>	<a href="https://www.youtube.com/watch?v=K5VsgMRttvQ&amp;ab_channel=EmpicMusicChannel%28EMC%29">https://www.youtube.com/watch?v=K5VsgMRttvQ&amp;ab_channel=EmpicMusicChannel%28EMC%29</a>	All pupils will be expected to create a range of rhythmic and melodic ideas that combine effectively to create music suitable for a fight scene.

<b>How are pupils informally and formally assessed?</b>	Formative assessment takes place continually in music, with pupils receiving regular feedback on their performances and compositions in lessons and how these can be improved. Pupils are also formally assessed on either a performance or piece of composition work at the end of each scheme of work and the level achieved is communicated to pupils.
<b>Developing Independent and Home Learning Skills</b>	Homework is set on google classroom. Tasks are a mix of listening questions, practical tasks (some of these require a keyboard/piano but all pupils have access to these in school before/after school and in most break and lunchtimes) and revision activities on reading the treble and bass clefs.

<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a> <a href="https://visionrcl.org.uk/centre/redbridge-music-service/">https://visionrcl.org.uk/centre/redbridge-music-service/</a> <a href="https://www.suffolkmusicclub.co.uk/take-part/online-learning/key-stage-3-resources/">https://www.suffolkmusicclub.co.uk/take-part/online-learning/key-stage-3-resources/</a> <a href="https://www.ism.org/advice/online-learning-resources">https://www.ism.org/advice/online-learning-resources</a>
<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
<b>Enrichment activities</b>	These include choirs, jazz band, wind band, string orchestra, orchestra, steel pan group and choir. The music department also regularly stages musicals with the dance and drama departments.
<b>Careers curriculum</b>	Links are made to potential careers within the music industry during the key stage. The focus on writing music for moving images is a deliberate one with the additional opportunities for this available via the rise of streaming platforms and other media requiring music.
<b>Head of Department and email contact</b>	Mr I. Sweet i.sweet@wansteadhigh.co.uk

# Physical Education

**Pupils receive 2 lessons per week (2 hours), resulting in 4 lessons (4 hours) across the two-week timetable.**

The importance of PE in the curriculum is to develop pupils' physical movements, cognitive decision-making, and social skills. The aim of the curriculum is to provide exposure to a range of activities that aim to promote and develop a healthy active lifestyle.

PE inspires pupils to develop Education with Character by providing opportunities for successful performance but also identifying areas of weakness and developing these to improve future performance. To build resilience and confidence to approach challenging tasks and situations with skills and knowledge to be as successful as possible. Skills developed in PE focus on running, jumping, throwing, catching, balance and coordination (physical literacy) and sport/activity specific skills.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Football Rugby Union (Tag) Netball Basketball Table Tennis Badminton Volleyball Fitness Cricket Rounders Athletics Trampolining/gymnastics	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2  Theory focusses in practical lessons: Term 1: <b>How to optimise training &amp; prevent injury</b>  Term 2: <b>The components of fitness</b>  Term 3: <b>Short &amp; long term effects of exercise</b>  Pupils will focus on 2 activities per half-term (6 or 7 week blocks) based on the programme of study and teaching areas.	Physical literacy: Running Jumping Throwing Catching Balance Co-ordination	Pupils are exposed to sport specific skills such as scissor passes in rugby, linking movements in gymnastics to create aesthetically pleasing routines.  Pupils then have the opportunity to practice and develop these in non-competitive situations alongside analysis of performance of themselves to identify strengths and areas of weakness.

<b>How are pupils informally and formally assessed?</b>	Pupils will be assessed in a holistic approach with a focus on physical movements, cognitive decision making and social skills across all activities at the end of each unit of activity/study in both a competitive and non-competitive situation(s)
<b>Developing Independent and Home Learning Skills</b>	Research current sport/activity and the movements involved. Pupils can practice the skills outside of school either a PE enrichment clubs or teams outside of school. Pupils can also watch sport (live, on TV or YouTube) to develop knowledge and understanding of techniques and rules.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.bbc.co.uk/sport">https://www.bbc.co.uk/sport</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zp49cwx">https://www.bbc.co.uk/bitesize/examspecs/zp49cwx</a> (to develop GCSE content) <i>Google Classroom will be used to identify skills and links to content that will develop knowledge &amp; understanding. Pupils will be required to complete an online form at the end of each term that will assess theoretical content that has been covered in the lessons.</i>

<b>Equipment for lessons</b>	Wanstead High School PE Kit, trainers, football boots (if required)
<b>Enrichment activities</b>	PE enrichment clubs are on the school website and updates in the termly Heron Homelink. These change throughout the year and the Department are creating links with local clubs in the area for example Eton Manor Rugby Club & Wanstead Cricket Club).
<b>Careers curriculum</b>	Pupils have links to resources on Google Classroom and staff make links to carers during PE lessons e.g., coaching, officiating & performance analysis.

<b>Head of Department and email contact</b>	Mr M. Adams <a href="mailto:m.adams@wansteadhigh.co.uk">m.adams@wansteadhigh.co.uk</a>
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# Religion and Philosophy

**Pupils receive 1 lesson of Religion and Philosophy each fortnight.**

**The importance of Religion and Philosophy in the curriculum is:** Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

**Religion and Philosophy inspires pupils to develop Education with Character by:** Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

**Skills developed in Religion and Philosophy are:** **Investigation** (in which the increasing ability to ask pertinent questions is an important part), **Reflection** (being able to evaluate what has been learnt), **Expression** (being able to record and impart this knowledge), **Empathising** (the ability to understand and show consideration for the experiences of others) and **Application** (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Ultimate questions -</b> What is Religion and Philosophy and looking at Ultimate questions, such as: Is there a god? What happens after we die? Does evil disprove God and do we have a soul?	<b>Autumn Term</b>	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> <li>• Myths of the World- Tony Allen</li> <li>• Usborne Philosophy of Beginners</li> </ul> Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary which links to further units across key stage 3. Scope for debate and which it is hoped pupils will begin to develop their confidence in doing. A variety of skills will be used in this unit which may take some time to master.
<b>Christianity –</b> We Recap the basics of Christianity from KS2 and study in more depth topics such as: Temptations, Miracles, Parables and death and Resurrection how Jesus' teachings can be applied today	<b>Spring Term</b>	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> <li>• The Little History Of religion- Richard Holloway</li> </ul> Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Extension of tasks and relevance of Ultimate questions today to be applied to Christianity/ Links to Denominations of Christianity
<b>Islam-</b> We recap/ study the basics of Islam, and study in more depth topics such as 'Pre-Islamic Arabia, Revelation of the Qur'an, life examples of Prophet Muhammad	<b>Summer Term</b>	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> <li>• Fight Back- A M Dassu</li> <li>• Once upon an Eid- S K Ali and Aisha Saeed</li> </ul>	Extension of tasks and relevance of Ultimate questions today to be applied to Islam.



and the death of the Prophet Muhammad		Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
<b>How are pupils informally and formally assessed?</b>	After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.		
<b>Developing Independent and Home Learning Skills</b>	Pupils have a Wider reading list. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.		
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> <a href="http://www.truetube.co.uk">www.truetube.co.uk</a>		
<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.		
<b>Enrichment activities</b>	Trips to place of worship		
<b>Careers curriculum</b>	<p>Studying Religion and Philosophy will help Pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker.</p> <p>Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.</p>		
<b>Head of Department and email contact</b>	Ms Christofides <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a>		

## Resistant Materials

Pupils receive 3 hours of lessons of Resistant Materials each fortnight for a period of 10 weeks in an academic year, as part of the Key Stage 3 Technology carousel with Food, Textiles and Graphics

Resistant teaches useful life skills.

Pupils learn how to develop designs within an industrial context, which can be manufactured through the use of CAD/CAM. They use TechSoft 2D Design, a CAD software program, in order to model their ideas, which are manufactured on a laser cutter CAM machine.

This encourages pupils to develop their problem-solving skills in order to develop a successful product that relates to the client's needs

Resistant materials inspire pupils to develop Education with Character by enabling pupils to develop a wide range of transferable skills for further education, work and life. Pupils are encouraged to grow in confidence in the use of CAD software, and the ability to identify and solve their own design problems., in order to realise a quality prototype product outcome.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<ul style="list-style-type: none"> <li>How to use TechSoft 2D tools to develop designs</li> <li>Advantages and Disadvantages of CAD</li> <li>The safe operation of the laser cutter machine</li> </ul>	In their respective 10-week period of Resistant Materials on the Technology carousel, i.e., <ul style="list-style-type: none"> <li>the first 10-week rotation, or</li> <li>the second 10-week rotation, or</li> <li>the third 10-week rotation, or</li> <li>the fourth 10-week rotation</li> </ul>	Learning and using Key subject vocabulary <ul style="list-style-type: none"> <li>CAD</li> <li>Attach tool</li> <li>Path tool (line &amp; curve)</li> <li>Vertical flip handle</li> <li>Horizontal flip handle</li> <li>Delete part</li> <li>Laser cutter</li> <li>Cut lines</li> <li>Engrave lines</li> <li>Print Setup</li> <li>Scale</li> <li>Shift</li> </ul>	The department sets high expectation on all learners regardless of ability.  Provide an inclusive curriculum/all pupils have equal access.  Introduce pupils to emerging technologies/enhance their technical skills.  Aims to encourage pupils through practical skills and Knowledge to achieve, gain confidence and enjoy the experience of learning new skills and information, e.g., problem solving the parts required in order to produce a construction kit, 3D slotted animal.  Working with many new tools and techniques, as pupils continue to practice, they will improve both knowledge and ability. Pupils will also be challenged to think more creatively as they move into Year 9.

How are pupils informally and formally assessed?	Independent Learning Assignments, end of rotation tests, class contribution, practical work.
Developing Independent and Home Learning Skills	<i>Independent Learning Assignments to be completed each term.</i>
Useful e-Learning Resources (e.g., web links)	<a href="https://www.youtube.com/watch?v=LO9CPpsoqHQ">https://www.youtube.com/watch?v=LO9CPpsoqHQ</a> <a href="https://www.youtube.com/watch?v=OdFhdxT15lw&amp;t=68s">https://www.youtube.com/watch?v=OdFhdxT15lw&amp;t=68s</a> <a href="https://www.youtube.com/watch?v=C3fAALoh9jo&amp;t=3s">https://www.youtube.com/watch?v=C3fAALoh9jo&amp;t=3s</a> <a href="https://www.youtube.com/watch?v=H1SAdCHm1kk">https://www.youtube.com/watch?v=H1SAdCHm1kk</a>

<b>Equipment for lessons</b>	2 pens, 1 pencil, 1 ruler, 1 rubber, sharpener and colouring pencils, a calculator (scientific) and their books for timetabled lessons.
<b>Enrichment activities</b>	Extracurricular clubs and competition throughout the year.
<b>Careers curriculum</b>	Careers poster, provides a foundation for those considering further study, or a career in Architecture, engineering drawing, graphic designer etc.

<b>Head of Department and email contact</b>	Mr A Yiacoumi <a href="mailto:a.yiacoumi@Wansteadhigh.co.uk">a.yiacoumi@Wansteadhigh.co.uk</a>
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# Science

## Year 8 Pupils receive 7 lessons of science each fortnight.

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Science helps to develop understanding of nature, processes and methods through different types of science enquiries that help pupils to answer scientific questions about the world around them. Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Science inspires pupils to develop Education with Character by applying their scientific knowledge to real life situations and aspire them to pursue a career in a wide variety of fields where science is applicable, such as medicine, pharmaceutical science and engineering.

### Skills developed in science are:

- Scientific thinking skills by explaining every day and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments.
- Experimental skills by applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments.
- Analysis and evaluation skills such as interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p><b>Year 7:</b> Cells, tissues and organs, energy, the particle model and sexual reproduction in animals.</p> <p><b>Year 8:</b> Unicellular organisms, Earth and space, light, plants and their reproduction.</p> <p><b>Year 9:</b> Plant growth, reactivity, forces and motion, genetics and evolution, making materials, force fields and electromagnets.</p>	Autumn	<p>The literacy focus this term will be on the discovery of scientific concepts and equipment.</p> <p><b>Year 7:</b> History of the microscope: <a href="https://www.sciencelearn.org.nz/resources/1692-history-of-microscopy-timeline">https://www.sciencelearn.org.nz/resources/1692-history-of-microscopy-timeline</a></p> <p><b>Year 8:</b> The use of satellites: <a href="https://www.schoolobservatory.org/learn/eng/sats">https://www.schoolobservatory.org/learn/eng/sats</a></p> <p><b>Year 9:</b> William Sturgeon and the Invention of the Electromagnet: <a href="https://www.thoughtco.com/who-invented-the-electromagnet-1991678#:~:text=British%20electrical%20engineer%20William%20Sturgeon,that%20electricity%20emitted%20magnetic%20waves.">https://www.thoughtco.com/who-invented-the-electromagnet-1991678#:~:text=British%20electrical%20engineer%20William%20Sturgeon,that%20electricity%20emitted%20magnetic%20waves.</a></p>	<p>Pupils in Year 7 and 8 will complete the CREST Bronze Award, which introduces pupils to project work empowering them to work like real scientists, technologists, engineers or mathematicians. Pupils will decide their own methodologies, encouraging independence and enquiry.</p> <p>Pupils in Years 7-9 will have the opportunity to carry out extra independent research on topics they have studied this term to enhance their knowledge of the topic and develop their thinking skills, enquiry skills as well as presentation skills.</p> <p>Research topics will include some current affairs:</p> <p>Having your say on some people who think we should get rid of zoos and only try to stop animals becoming extinct by protecting the areas in which they live.</p> <p>Should bodies in plague pits be disturbed?</p> <p>Having your say on whether experiments should be carried out on animals or humans.</p> <p>Should Space tourists be allowed to take the risk to explore Mars.</p>

<p><u>Year 7:</u> Mixtures and separation, current and electricity, muscles and bones, forces.</p> <p><u>Year 8:</u> Rocks, metals and their uses, the periodic table, breathing and respiration.</p> <p><u>Year 9:</u> Transition topics in preparation for GCSE including: Disease Control systems of the body Ecology Ions Chemical equations Equilibria Fields in physics Cause and effect Models in physics</p>	<p>Spring</p>	<p>The literacy focus this term will be on famous scientists.</p> <p><u>Year 7:</u> How Marie Curie Brought X-Ray Machines to the Battlefield to look at bones: <a href="https://www.smithsonianmag.com/history/how-marie-curie-brought-x-ray-machines-to-battlefield-180965240/">https://www.smithsonianmag.com/history/how-marie-curie-brought-x-ray-machines-to-battlefield-180965240/</a></p> <p><u>Year 8:</u> How Newlands, Mendeleev and other scientists helped develop the periodic table: <a href="https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/ztmrr2p">https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/ztmrr2p</a></p> <p><u>Year 9:</u> Einstein and waves: <a href="https://www.independent.co.uk/news/science/gravitational-waves-albert-einstein-science-discovery-of-century-explained-perfectly-in-one-paragraph-a6869091.html">https://www.independent.co.uk/news/science/gravitational-waves-albert-einstein-science-discovery-of-century-explained-perfectly-in-one-paragraph-a6869091.html</a></p>	<p>Writing an argument for or against recreating mammoths using cloning.</p> <p>Pupils in Years 7-9 will again have the opportunity to carry out extra independent research on topics they have studied this term, such as:</p> <p>Should all drugs be banned in sports?</p> <p>How can we make sure that water is safe for everyone?</p> <p>Having your say on whether sports and exercise should be optional or compulsory in school.</p> <p>Should people be allowed to live in areas where they might be killed by volcanoes or other natural disasters?</p> <p>Do you think previously tested materials that are made into nanoparticles should be re-tested for people's safety?</p>
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<p>How are pupils informally and formally assessed?</p>	<p>Written End of Topics Tests Assessment tasks on each topic in all sciences to develop key skills throughout the year End of year assessments Retrieval tasks Homework Challenging questions Work in exercise books</p>
<p>Developing Independent and Home Learning Skills</p>	<p>Online weekly homework on Google Classrooms and printed homework. Lesson PowerPoints, information and worksheets on Google Classrooms. Exam style practice questions to prepare for all assessments. Revision resources.</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a> <a href="https://senecalearning.com">https://senecalearning.com</a></p>

<p>Equipment for lessons</p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.</p>
<p>Enrichment activities</p>	<p>Science competitions where winners will get a certificate and a science badge. Year 7 Science Club exploring exciting practical activities and plants. Year 8 Science Club where pupils will carry out many exciting experiments.</p>
<p>Careers curriculum</p>	<p>Pupils will have the opportunity to interact with science professionals from many fields including medicine, veterinary science, lab technicians and many more.</p>

<p>Head of Department and email contact</p>	<p>Ms Sarmine Hoque s.hoque@wansteadhigh.co.uk</p>
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# Textiles

**Pupils receive 3 hours of lessons of Textiles each fortnight for 10 weeks.**

Textiles provide visual, tactile and sensory experiences as well as teaching useful life skills.

Pupils work with fabric, use embroidery, machine sew, use various fabric decorating techniques and processes, to allow them the freedom of expression and to create.

Textiles inspires pupils to develop Education with Character by enabling pupils to develop a wide range of transferable skills for further education, work and life. Pupils' imagination flourishes and they are encouraged to experiment with processes.

Textiles encourages pupils to explore, enjoy and develop their creative thinking, design, problem solving and critical analysis skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils are introduced to how products are tested for safety.</p> <p>Pupils produce annotated design ideas inspired by Memphis.</p> <p>Pupils' machine skills are further developed. They select the correct stitch and show accuracy when stitching straight lines/curves using zig-zag and lockstitch.</p> <p>Pupils mark seam allowance onto their fabric, the purpose of lay planning is discussed.</p> <p>Pupils use the iron safely to construct a patch pocket.</p> <p>Fastenings - Pupils produce a drawstring fastening and functioning bag, pupils decorate the bag with applique and one other process.</p>	10-week block of lessons	<p>Learning and using Key subject vocabulary.</p> <p>Satin stitch Lock stitch Couching Zig-zag stitch fastening Memphis cord tacking Closed seam with zigzag edge</p> <p>Evaluation Writing</p>	<p>Pupils complete a condensed NEA style project.</p> <p>Pupils will incorporate and explore cultural and historical influences, which will allow them to develop a wider understanding of the impact textiles have had on society, historical events and social movements.</p> <p>Pupils will be challenged to expand their skills to explore new techniques and develop their technical abilities further, equipping them with transferable skills relevant to today's modern textile society.</p> <p>Pupils will be encouraged to think critically and creatively when approaching their design challenges, promoting problem solving skills and innovation.</p>

<b>How are pupils informally and formally assessed?</b>	Pupils receive formative feedback from our dept bank/templates. We make use of a range of peer/ self and teacher assessment in order to allow pupils to reflect on their design, practical and evaluation work. Pupils will have mid-term assessment at three points in the school year.
<b>Developing Independent and Home Learning Skills</b>	<i>Google Classroom will be updated each rotation with all the resources used in class. An Independent Learning Assignment will be set for pupils each term.</i>
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/1</a>

<b>Equipment for lessons</b>	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils
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<b>Enrichment activities</b>	Extra-curricular clubs and competition throughout the year.
<b>Careers curriculum</b>	Careers talks from local designers.
<b>Head of Department and email contact</b>	Mr Yiacoumi a.yiacoumi@Wansteadhigh.co.uk