



# Wanstead High School

Education with Character

## Curriculum Content Booklet Year 8 2024 - 25





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# Art and Design

**Pupils receive 2 lessons of Art and Design each fortnight.**

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

Art and Design inspires pupils to develop Education with Character by 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 (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p><b>Pupils in Year 8 will be introduced to Portraiture:</b></p> <p><b>Pupils in Year 8 will be working on their “Identity Project” through-out the Year.</b></p> <p><b>Pupils will begin primarily focusing on how to draw realistic facial features.</b></p> <p><b>-Eyes</b> <b>-Nose</b> <b>-Mouth</b></p> <p><b>2D- Drawing, tone and shading</b></p> <p><b>IT Provision-demonstration</b></p> <p><b>Video</b></p>	<p><b>Autumn</b></p> <p><b>Term 1 and 2</b></p>	<p><b>Key Vocabulary:</b></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</p> <p>List:</p> <p>Playing to the Gallery 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><b>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.</b></p> <p><b>Skills: 2D-Drawing, painting, collage.</b></p> <p><b>Artists: Picasso, Chuck Close, Lichtenstein, Basquiat, Yladom-Boakye, etc.</b></p>	<p><b>Spring</b></p> <p><b>Term 1 and 2</b></p>	<p><b>Oracy is built into every lesson, in classroom discussions and questions designed to hone critical thinking skills.</b></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, thought provoking and impactful.</p> <p>The ambition lies in pushing our pupils to improve and develop a high level of technical proficiency.</p>

<p><b>Pupils develop ideas through investigations, demonstrating critical understanding of artists/movements.</b></p> <p><b>Artist’s connections- Picasso, Chuck Close, Lichtenstein, Basquiat, Yladom-Boakye, etc.</b></p> <p><b>Pupils begin to refine outcomes /quarters with attention to detail.</b></p> <p><b>2D drawing, painting, collage, ink, fine-liners.</b></p>	<p><b>Summer Term 1 and 2</b></p>	<p>Asking pupils to write about their art-making is also used regularly to engage in literacy.</p>	<p>Greater ambition will be how pupils create a connection between their work and that of 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 pupils' 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>
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<p><b>Developing Independent and Home Learning Skills</b></p>	<p><i>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.</i></p> <p><i>Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</i></p>
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<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 practise on digital platforms such as Photoshop, Adobe illustrator and Procreate to name but a few programmes.</p>
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<p><b>Equipment for lessons</b></p>	<p>All pupils are expected to bring basic equipment to lessons. For example; A pencil, pen, rubber and sharpener. The Art and Design Technology Department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase via the school.</p>
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<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>
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<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 Science

## Pupils receive 2 lessons of Computing each fortnight.

Computing is important in Year 8 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 (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Cyber Security	Autumn term 1	<a href="https://www.gov.uk/data-protection">https://www.gov.uk/data-protection</a>	We integrate this topic with other subjects such as mathematics (for cryptography), social studies (for understanding the societal impact of cyber threats), and ethics.
Python Next Steps	Autumn term 1 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>	We move from teaching basic syntax and introductory concepts to cover advanced topics such as object-oriented programming, data structures (lists, dictionaries, sets), algorithms, and modules.
Spreadsheets	Spring term 2	<a href="https://www.w3schools.com/EXCEL/index.php">https://www.w3schools.com/EXCEL/index.php</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1</a>	Spreadsheets are widely used in business, finance, science, and many other fields. Teaching spreadsheets early provides pupils with skills directly applicable to real-world scenarios, including budgeting, data analysis, and project management.
Binary conversion	Summer term 1 Summer term 2	<a href="https://www.bbc.co.uk/bitesize/topics/zgv8dp3/articles/z9j2jsg">https://www.bbc.co.uk/bitesize/topics/zgv8dp3/articles/z9j2jsg</a>	Pupils will explore binary, denary, and hexadecimal number systems. Pupils learn how to convert between these systems, understand their significance in computing, and apply this knowledge to various practical scenarios, such as coding and digital electronics. By mastering these fundamental concepts, pupils gain a strong foundation in how computers process and represent data, preparing them for more advanced topics in computer science.

**How are pupils informally and formally assessed?**

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. Pupils will test their knowledge and understanding and will be provided with immediate feedback via self or teacher 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>	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
<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
<b>Head of Department and email contact</b>	Mr. B Alom <a href="mailto:b.alom@wansteadhigh.co.uk">b.alom@wansteadhigh.co.uk</a>

# 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 (Terms or Half Terms)	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>• 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>• 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</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



		<p>terms</p> <ul style="list-style-type: none"> <li>• Review lesson: reflective written assignment questions</li> <li>• Termly target setting</li> </ul>	<p>perform as a musical theatre performer.</p> <p>Performance skills</p> <ul style="list-style-type: none"> <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 Hop)</b>	<b>Summer Term 1</b>	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Written feedback</li> <li>• Self and peer feedback using key terms</li> <li>• Termly target setting</li> </ul>	<p>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:</p> <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>	<p>Promoting literacy through:</p> <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>	<p>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:</p> <ul style="list-style-type: none"> <li>• Costume</li> <li>• Set</li> <li>• Lighting</li> <li>• Movement analysis</li> <li>• Accompaniment</li> </ul>

**How are pupils informally and formally assessed?**

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 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.

**Developing Independent and Home Learning Skills**

**Google classroom:**

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.

**Useful e-Learning Resources (e.g., web links)**

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>  
<https://www.youtube.com/watch?v=21CR01rlmv4andt=122s>  
[https://www.youtube.com/results?search\\_query=west+african+dance](https://www.youtube.com/results?search_query=west+african+dance)  
<https://www.youtube.com/watch?v=vD-LFksC1Nc>  
<https://www.youtube.com/watch?v=YqY1e-iCRdo>  
[https://www.youtube.com/watch?v=-ofM\\_1rPB5I](https://www.youtube.com/watch?v=-ofM_1rPB5I)

**Equipment for lessons**

Dance kit (Wanstead PE Kit).  
 Black pen, green pen, pencil, rubber, ruler, highlighter.

<p><b>Enrichment activities</b></p>	<p>Year 7 and 8 Dance Company                  Key Stage 3 London Youth Games Team                  Dance competitions                  Annual dance show                  Theatre trips</p>
<p><b>Careers curriculum</b></p>	<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>
<p><b>Head of Department and email contact</b></p>	<p>Ms R Walker  <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>

# 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 pupils' skills in empathy, confidence and team working.

What is taught	When is it taught (Terms or Half Terms)	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>• 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>• The Big Review: Evaluation of a professional stage production by Frantic Assembly</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>• 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 to 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> <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>• 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 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>	Google classroom: 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.

<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><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></p>
<p><b>Equipment for lessons</b></p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter.          Props and costume if necessary.</p>
<p><b>Enrichment activities</b></p>	<p>KS3 Drama Club          Annual Drama production          Old Vic Theatre Programme          LAMDA          Theatre Trips</p>
<p><b>Careers curriculum</b></p>	<p>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 or teacher, personal trainer, videographer, community arts worker or leader and artistic director.</p>
<p><b>Head of Department and email contact</b></p>	<p>Ms R Walker  <a href="mailto:r.walker@wansteadhigh.co.uk">r.walker@wansteadhigh.co.uk</a></p>

# English

## Pupils receive 8 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organised. 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 theatre 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>• War poetry</li> <li>• "Now or Never"</li> <li>• Poetry week</li> <li>• Creative Writing skills</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 group work)</li> <li>• Ambitious success criteria for writing</li> </ul>

<b>Crime</b>	<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Class novel - 'The Giver'</li> <li>• Murder Mystery stories and Literary Shorts</li> <li>• Language skills</li> <li>• Short story competition (Redbridge)</li> <li>• Sherlock Holmes</li> <li>• Reading projects</li> </ul>	<p>tasks</p> <ul style="list-style-type: none"> <li>• Suggested reading lists for wider reading</li> <li>• Independent research tasks</li> <li>• Presentations in front of peers</li> <li>• Links made to GCSE demands to push pupils</li> <li>• Opportunity to perform poetry/drama</li> </ul>
<b>Fear/Gothic</b>	<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Gothic extracts</li> <li>• Poetry- "The Rime of the Ancient Mariner"</li> <li>• Play- The Curious Incident of the Dog in the Night-Time</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>
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<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>
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<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>
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<b>Equipment for lessons</b>	<ul style="list-style-type: none"> <li>• Two black or blue pens</li> <li>• Ruler</li> <li>• Pencil</li> <li>• Highlighter</li> <li>• Colouring pencils</li> <li>• Green pen</li> <li>• Glue Stick</li> <li>• Reading book</li> </ul>
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<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>
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**Careers curriculum**

We apply skills that we develop in English class to real-life scenarios (such as persuasive writing).

**Head of Department and email contact**

Ms A Malik (Head of Department)  
[a.malik@wansteadhighschool.co.uk](mailto:a.malik@wansteadhighschool.co.uk)  
Ms C Gorczak (Key Stage 3 Coordinator)  
[c.gorczak@wansteadhighschool.co.uk](mailto:c.gorczak@wansteadhighschool.co.uk)



# 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 pupils 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: -**

Presentation

Design

Investigative

Evaluation

Planning

Analytical

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>- Dietary goals.</li> <li>- Function of cake ingredients.</li> <li>- Practical skills.</li> </ul>	<p><b>10-week block of lessons</b></p>	<ul style="list-style-type: none"> <li>- Science subject specific vocabulary</li> <li>- Dietary illnesses</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will be asked to complete an NEA (non-examination assessment) style assessment which tests and develops 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.</li> <li>- Pupils will be encouraged to experiment with new recipes, creating their own dishes and explore new innovative techniques in a kitchen environment.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>

How are pupils informally and formally assessed?	Independent Learning Assignments (ILAs), end of rotation tests, class contribution, practical work.
Developing Independent and Home Learning Skills	Independent Learning Assignments (ILAs) to be completed focusing on nutrition.
Useful e-Learning Resources (e.g., web links)	<a href="https://www.nutrition.org.uk/">https://www.nutrition.org.uk/</a> <a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a>

**Equipment for lessons**      Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.

**Enrichment activities**      Competitions and trips throughout the year.

**Careers curriculum**      Visiting chefs and food experts. Competitions at local colleges and food venues.

**Head of Department and email contact**      Mr A Yiacoumi  
[a.yiacoumi@wansteadhigh.co.uk](mailto:a.yiacoumi@wansteadhigh.co.uk)  
Head of Department  
Art, Design and Technology

# 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: analytical, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesise, using evidence, map reading and interpretation.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p><b>Development &amp; Geopolitics</b></p> <p>We consider why there are still huge variations in levels of development across the world and how countries interact with one another and the consequences of disagreement and alliance.</p>	September - December	<p><b><u>Progress in Geography Key Stage 3,</u></b> D. Gardner, et al. 9781510428003</p> <p><b><u>Nelson Key Geography Interactions,</u></b> D. Waugh. 9780748730308</p> <p><b><u>Factfulness: Ten Reasons We’re Wrong About the World,</u></b></p>	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 pupils 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.
<p><b>The Economic World</b></p> <p>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.</p>	January - April	<p>H. Rosling 9781473637498</p> <p><b><u>Prisoners of Geography,</u></b> T. Marshall 9781783962433</p> <p>Across all unit’s geographical terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p>	Pupils 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 pupils 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.
<p><b>Physical Landscapes (2)</b></p> <p>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.</p>	May - July	<p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>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 pupils’ understanding of the processes which shape our natural world.</p> <p>The end of unit formal assessment is written in a GCSE style.</p>

<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. Pupils will be tested on current and prior learning.
<b>Developing Independent and Home Learning Skills</b>	All lesson materials are posted onto the Google Classroom following each lesson or completion of content. 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 each stage of learning or to prepare pupils for the next stage of their learning journey.
<b>Useful e-Learning Resources (e.g., web links)</b>	<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>
<b>Equipment for lessons</b>	Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
<b>Enrichment activities</b>	Year 8 pupils 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.
<b>Careers curriculum</b>	Studying Geography will help pupils 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 and social researcher.
<b>Head of Department and email contact</b>	Mr D Leftwich FRGS <a href="mailto:d.leftwich@wansteadhigh.co.uk">d.leftwich@wansteadhigh.co.uk</a>

# Graphics

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

Graphics teaching useful life skills.

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 (Terms or Half Terms)	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 regular and timely formative feedback. 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, in line with Challenge Weeks.		
Developing Independent and Home Learning Skills	Google Classroom will be updated each rotation with all the resources used in class. An Independent Learning Assignment (ILA) will be set for pupils each term.		
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	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils.		
Enrichment activities	Extracurricular clubs and competitions throughout the year.		
Careers curriculum	Careers talks.		
Curriculum Team Leader and email contact	Mr A Yiacoumi <a href="mailto:a.yiacoumi@wansteadhigh.co.uk">a.yiacoumi@wansteadhigh.co.uk</a> Head of Department Art, Design and Technology		

# 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 decolonised 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 visits 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
- researching, generating ideas, reaching independent judgments
- managing and organising material in a logical and coherent way
- formulating hypotheses and sophisticated debates
- developing powerful understandings of second-order concepts (For example, causation and evidence) rather than just 'knowing more stuff'.

What is taught	When is it taught (Terms or Half Terms)	Concept focus and reading links	Where the curriculum is ambitious
How successfully did the Tudors deal with England's problems?	Autumn 1	Interpretations "The Prince and the Pauper" Mark Twain Hilary Mantel's trilogy on Thomas Cromwell, e.g., "Wolf Hall"	Links to Henry VIII GCSE history unit (not taught at Wanstead)
Why was the 17th century such a tumultuous era in British history?	Autumn 2	Cause and Consequence "The King's General" Daphne du Maurier "A Journal of the Plague Year" Daniel Defoe	Interpretation skills using primary sources
How can we learn about the impact of the transatlantic slave trade in the 1600s-1830s?	Spring 1	Evidence/Utility "Beloved" Toni Morrison "The Colour Purple" Alice Walker	Wide variety of contemporary primary sources
What was the impact of the British Empire on its colonies? – case study: British India	Spring 2	Significance "Such a Long Journey" Rohinton Mistry "A Suitable Boy" Vikram Seth	Links to A Level history
What were the key features of the Civil Rights movement in the US and Britain by the 1970s?	Summer 1	Change and continuity "I know why the Caged Bird Sings" Maya Angelou	Comparison between civil rights in Britain and the US

		“If Beale Street Could Talk” James Baldwin	
<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>	Interpretations “Things a Bright Girl Can Do” Sally Nicholls “Opal Plumstead” Jacqueline Wilson	Variety of interpretations on the success of the suffragettes
How are pupils informally and formally assessed?	A formative assessment every half term focusing on <i>both</i> knowledge and skills, as well as literacy		
Developing Independent and Home Learning Skills	Bi-weekly homework set and marked on the Google Classroom.		
Useful e-Learning Resources (e.g., web links)	<a href="https://www.bbc.co.uk/bitesizeschoolhistory.co.uk">https://www.bbc.co.uk/bitesizeschoolhistory.co.uk</a> <a href="https://www.british-history.ac.uk/">https://www.british-history.ac.uk/</a> <a href="https://www.thenational.academy/pupils/years/year-8/subjects">https://www.thenational.academy/pupils/years/year-8/subjects</a> <a href="https://www.keystagehistory.co.uk/">https://www.keystagehistory.co.uk/</a>		
Equipment for lessons	History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.		
Enrichment activities	Wide variety of out of lesson activities and clubs.		
Careers curriculum	Archaeologist, historian, translator.		
Head of Department and email contact	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 (DWOTs)	Where is the curriculum ambitious?
<ul style="list-style-type: none"> <li>• Calculations</li> <li>• Integer, Indices and Roots</li> <li>• Place Value and Rounding</li> <li>• Fractions and Probability</li> <li>• Fractions, Decimals and Percentages</li> <li>• Ratio and Proportion</li> </ul>	<b>Autumn Term</b>	Integer, Estimate, Product, Coprime, Percent, Denominator	<ul style="list-style-type: none"> <li>• Working out PAYE deductions</li> <li>• Finding roots of large numbers by hand</li> <li>• Working out tolerances and safety limits</li> <li>• Advanced conditional probability</li> <li>• Complex exponential growth and decay problems</li> <li>• Complex ratio and multiplicative reasoning problems</li> </ul>
<ul style="list-style-type: none"> <li>• Expressions and Formulae</li> <li>• Length, Area and Volume</li> <li>• Constructions and Loci</li> <li>• Statistics</li> <li>• Equations and Inequalities</li> <li>• Geometric Reasoning</li> </ul>	<b>Spring Term</b>	Term, Expression, Frequency, Interval, Parallel, Perpendicular, Solve, Inequality, Transversal, Coefficient	<ul style="list-style-type: none"> <li>• Working with rational polynomial expressions</li> <li>• Complex mensuration problems including trig to find lengths</li> <li>• Constructing complex loci and convex and concave polygons</li> <li>• Standard Deviation, Linear Interpolation and Skew</li> <li>• Systems of quadratic or exponential equations</li> <li>• Complex geometric reasoning problems including trig to find angles</li> </ul>
<ul style="list-style-type: none"> <li>• Sequences, Functions and Graphs</li> <li>• Transformations</li> <li>• Measures and Rates of Change</li> </ul>	<b>Summer Term</b>	Function, Geometric, Linear, Vertex, Rate, Velocity, Acceleration, Pressure	<ul style="list-style-type: none"> <li>• Recognising, sketching and finding equations of polynomials, circles, exponential and circular functions</li> <li>• Complex vector geometry proof and transformations of functions</li> <li>• Kinematics</li> </ul>
<b>How are pupils informally and formally assessed?</b>	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.		
<b>Developing Independent and Home Learning Skills</b>	Sparx Maths is used for home learning tasks, as well as a platform for independent study.		
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.sparxmaths.com">www.sparxmaths.com</a> <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>	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
<b>Enrichment activities</b>	Weekly homework support 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>

# Modern Foreign Languages - French and Spanish

**Pupils receive 3 lessons of languages (French or Spanish) over a fortnight.**

Learning French or Spanish is crucial for several reasons:

It enhances our pupils' ability to communicate effectively, both orally and in their writing, which is fundamental for academic success.

It promotes critical thinking, problem solving and creativity.

Learning a language allows our pupils to foster greater cultural awareness and sensitivity.

In a globalised world, multilingualism is a valuable asset that can open up more opportunities.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Languages: French or Spanish</b> Module 4: Describing other people- family and friends Module 5- Describe surroundings and where you live. <i>Second Level</i> Module 1: Discussing what you did on holiday and during the school holidays. Module 2 French: Exploring festivals and celebrations. Module 2: Spanish: Exploring the use of media and those in the media. Discussing interest in TV and music Module 3 French: Describing food and a party. Module 3 Spanish: Describing Digital Technology Consolidation of all modules <b>All units cover reading, writing, listening and speaking skills.</b>	<b>Half Term 1</b>	<ul style="list-style-type: none"> <li>Choral repetition is key focus of our lessons</li> </ul>	<ul style="list-style-type: none"> <li>Challenge tasks every lesson</li> </ul>
	<b>Half Term 2</b>	<ul style="list-style-type: none"> <li>Encourage use of target language from all pupils in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Using authentic target language resources</li> </ul>
	<b>Half Term 3</b>	<ul style="list-style-type: none"> <li>Topic specific knowledge organiser vocabulary list</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for enquiry during flipped learning</li> </ul>
	<b>Half Term 4</b>	<ul style="list-style-type: none"> <li>Gaston Marechaux revision skills</li> </ul>	<ul style="list-style-type: none"> <li>Links to higher Key Stage 3 and Key Stage 4 skills and knowledge</li> </ul>
	<b>Half Term 5</b>	<ul style="list-style-type: none"> <li>Reading comprehension on 'Noel traditionnel'</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Improve knowledge of French and Spanish culture through music</li> </ul>
	<b>Half Term 6</b>	<ul style="list-style-type: none"> <li>Léopold Sédar Senghor - poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Improving confidence in communication via role plays</li> <li>Opportunities to research French and Spanish culture through film study</li> <li>Complexity is built up through the different use of verbs.</li> </ul>

<b>How are pupils informally and formally assessed?</b>	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments.
<b>Developing Independent and Home Learning Skills</b>	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.
<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>	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
<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>

# 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 skills, for example 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
Blues	Autumn half terms 1 and 2	<a href="https://www.youtube.com/watch?v=y1eDeOxq14&amp;list=PLzx2CaScHFM5XG70WX20HZ5toPg0bxqQG">https://www.youtube.com/watch?v=y1eDeOxq14&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.
Composition 3: Minimalism	Autumn half term 2 and Spring half term 1	<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 ideas and vary the texture in their composition.
Ukulele Performance	Spring half term 2	<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 combining both of these.
Reggae Performance	Summer half term 1	<a href="https://www.youtube.com/watch?v=7Znh0OM9jiA&amp;ab_channel=RocksteadyFreddie">https://www.youtube.com/watch?v=7Znh0OM9jiA&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.  More complicated versions of the chorus of this song are given. Some pupils will learn additional sections of the song.
Composition 4: Fight Scene	Summer half term 2	<a href="https://www.youtube.com/watch?v=K5VsgMRttvQ&amp;ab_channel=EpicMusicChannel%28EMC%29">https://www.youtube.com/watch?v=K5VsgMRttvQ&amp;ab_channel=EpicMusicChannel%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 verbal 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 or a piano but all pupils have access to these in school before and after school and during most break and lunchtimes. Revision activities on reading the treble and bass clefs.

<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><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></p>
<p><b>Equipment for lessons</b></p>	<p>Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, glue stick. All other equipment is provided in school.</p>
<p><b>Enrichment activities</b></p>	<p>These include choirs, jazz band, wind band, string orchestra, steel pan group and choir. The Music Department also regularly stages musicals with the Dance and Drama Department.</p>
<p><b>Careers curriculum</b></p>	<p>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.</p>
<p><b>Head of Department and email contact</b></p>	<p>Mr I Sweet  <a href="mailto:i.sweet@wansteadhigh.co.uk">i.sweet@wansteadhigh.co.uk</a></p>

# Physical Education

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

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>The PE department at Wanstead offers a broad and balanced curriculum that allows pupils of all abilities to develop physically, cognitively, and socially.</p> <p>In Year 8 units of study build on skills and movement patterns developed in Year 7. Staff will educate pupils to understand how to lead healthy and active lifestyles through a range of activities and develop personal characteristics such as resilience and provide further opportunities for application.</p> <p>At Wanstead High School we offer aesthetic activities, racquet games, invasion sports, striking and fielding, outdoor and adventurous as well as individual activities.</p> <p>All activities aim to develop physical literacy that can be transferred across all activities for example, running, throwing, catching, balance, jumping and coordination.</p>	<p><b>Pupils will study one scheme of learning per half term, depending on available facilities, resources and time of year.</b></p> <p><b>Changes made to this reflect the department's desire to include 'depth' as well as 'breadth' within the curriculum.</b></p>	<p>The Physical Education department, across all key stages understands the importance of subject specific vocabulary and explicitly teaches the meaning and importance of these. This predominantly takes place in oracy tasks such as class discussions, paired discussions, think-pair-share, forced arguments, case studies, role play and peer feedback. At Key Stage 4 and Key Stage 5, greater emphasis is placed on the command words and subjects of each question and the demands of the specification including understanding what AO1, AO2 and AO3 mean, and precisely what each command word means. It talks about the importance of using connectives and comparatives for any AO2 command word and the use of evaluative vocabulary for AO3 command words such as 'evaluate'.</p>	<p>Wanstead High School continues to develop strong links with surrounding sports clubs and work together to provide pathways and opportunities for pupils and appropriate level of challenge in lessons.</p> <p>PE staff encourages pupils to participate in physical activity outside of school hours providing clubs and competitive fixtures after-school.</p> <p>Throughout the year pupils will compete in inter-form competitions organised by PE staff.</p> <p>Throughout the year pupils are exposed to GCSE skills and terminology to develop knowledge if taken as a GCSE PE option.</p>
<p><b>How are pupils informally and formally assessed?</b></p>	<p>Physical Education at Key Stage 3, predominantly relies on the assessment of skills and knowledge through practical lessons. Lessons are taught, predominantly in mixed gender and mixed ability, with an entirely gender-neutral curriculum. Pupils are taught key skills, tactical ideas, fitness development and how to develop strengths and weaknesses of competitive performance. Pupils are assessed using a 'Heads-Hearts-Hands' model, identifying key skills required for performance and comparing against a benchmark.</p>		
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Google Classroom is used to identify skills and links to content that will develop knowledge and understanding. Pupils are required to complete an online form at the end of each term that will assess theoretical content that has been covered in the lessons.</p>		
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><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)</p>		
<p><b>Equipment for lessons</b></p>	<p>Wanstead High School PE Kit, trainers, football boots (if required).</p>		

<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 has links with local clubs in the area for example Eton Manor Rugby Club and Wanstead Cricket Club.
<b>Careers curriculum</b>	Pupils have links to resources on the Google Classroom and staff make links to careers during PE lessons for example, coaching, officiating and performance analysis.
<b>Head of Department and email contact</b>	Mr J Sains <a href="mailto:j.sains@wansteadhigh.co.uk">j.sains@wansteadhigh.co.uk</a>

# 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 (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Morality:</b> <b>To Explore and express insights into significant moral and ethical questions, such as: Moral and Natural evil, punishment, Euthanasia, Abortion and Just War theory.</b>	<b>Term 1</b>	Across all unit's vocabulary will be used with the expectation that pupils 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.	This unit will involve complex vocabulary and debates. Pupils will have the opportunity to research different forms of punishment and link moral and ethical questions worldwide.
<b>Hinduism: Topics include: The Trimurti, Hindu Avatars, Hindu Scriptures, Karma, Reincarnation and Moksha</b>	<b>Term 2</b>	Across all unit's vocabulary will be used with the expectation that pupils 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.	This unit will involve complex vocabulary. Links to Hinduism and gender and Religion
<b>Gender and religion: The relationship between Gender and Religion. Topics will include: female figures in different religions, The theme of manhood and womanhood and how this relates to religion and the gender and God</b>	<b>Term 3</b>	Across all unit's vocabulary will be used with the expectation that pupils 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.	Pupils will be exposed to alternative readings of religion and to strengthen critical and innovative thinking.
<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 the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given 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 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>	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
<b>Enrichment activities</b>	Educational visits to places of worship.
<b>Careers curriculum</b>	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 officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.
<b>Head of Department and email contact</b>	Ms E Christofides <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a>

# Resistant Materials

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

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
How to use TechSoft 2D tools to develop designs	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed non-examined assessment (NEA) style project.
Advantages and Disadvantages of CAD			
The safe operation of the laser cutter machine			
How are pupils informally and formally assessed?	Independent Learning Assignment (ILA), end of rotation tests, class contribution and practical work.		
Developing Independent and Home Learning Skills	ILA to be completed each term.		
Useful e-Learning Resources (e.g., web links)	<a href="https://www.youtube.com/watch?v=LO9CPpsogHQ">https://www.youtube.com/watch?v=LO9CPpsogHQ</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>		
Equipment for lessons	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils.		
Enrichment activities	Extracurricular clubs and competitions throughout the year		
Careers curriculum	Careers talks		
Head of Department and email contact	Mr A Yiacoumi <a href="mailto:a.yiacoumi@wansteadhigh.co.uk">a.yiacoumi@wansteadhigh.co.uk</a>		

# Science

## Pupils receive 7 lessons of science each fortnight.

Science at Key Stage 3 is a fundamental pillar of our curriculum, providing pupils with essential knowledge and skills that form the backbone of their educational journey. At this crucial stage, pupils are equipped with the tools to understand and interpret the complex world around them, laying the groundwork for all future scientific learning.

Integrating biology, chemistry, and physics under the guidance of a single teacher enhances a holistic understanding of science. This unified approach allows pupils to see the interconnections between different scientific disciplines, promoting a more comprehensive grasp of each subject. It helps in breaking down the silos that traditionally separate these areas, encouraging pupils to think about science in a more integrated manner. Furthermore, our Key Stage 3 science curriculum is designed to develop 'Education with Character' by fostering resilience and independence. We challenge pupils to think critically and solve problems, skills that are invaluable not just in academic settings but in everyday life. This focus on critical thinking and problem solving prepares pupils to tackle real world challenges with confidence and efficacy.

By the end of Key Stage 3, pupils will have built a solid foundation in scientific knowledge and skills. This preparation is crucial for their success in Key Stage 4 and beyond, ensuring they are well prepared for GCSE examinations and further education. Our approach not only enhances engagement and learning efficiency but also ensures that pupils are ready to meet future academic and career challenges head-on, equipped with a deep and resilient understanding of science.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Unicellular organism, the periodic table, light, food and nutrition, metals and their uses, fluids.</b>	<b>Term 1</b>	Use the key words from exploring science. Unicellular organisms: "The Invisible ABCs" by Rodney P. Anderson Earth and space: "The Usborne Book of Astronomy & Space" by Lisa Miles and Alastair Smith	Unicellular Organisms: Dive into microbial genetics and biotechnological applications. Earth and Space: Include current space exploration missions and their scientific objectives.
<b>8J Light, 8B Plants and their reproduction</b>	<b>Term 2</b>	Use the key words from exploring science. Light: "Oscar and the Moth: A Book About Light and Dark" by Geoff Waring Plants and their reproduction: "The Magic School Bus Plants Seeds" by Patricia Relf	Light: Study advanced optical systems like lasers and their applications. Plants and their Reproduction: Explore genetic diversity and conservation issues.
<b>8H Rocks, 8G Metals and their uses</b>	<b>Term 3</b>	Use the key words from exploring science. Rocks: "Rocks & Minerals" by Chris Pellant Metals and their uses: "Metals" by John Farndon	Rocks: Explore geological time scales and dating methods. Metals and their Uses: Examine metal recycling and environmental impacts.

<b>8F The periodic table, 8C Breathing and respiration</b>	<b>Term 4</b>	Use the key words from exploring science. The periodic table: "The Elements Book: A Visual Encyclopedia of the Periodic Table" by DK Breathing and respiration: "Lung Function: What Do the Lungs Do" by Ruth Owen	The Periodic Table: Discuss elements' discovery and technological applications. Breathing and Respiration: Link to air quality and respiratory health.
<b>8E Combustion, 8K Energy transfers</b>	<b>Term 5</b>	Use the key words from exploring science. Combustion: "Fire and Combustion" by Chris Woodford Energy transfers: "Energy: Physical Science for Kids" by Andi Diehn	Combustion: Analyse energy production and environmental impacts. Energy Transfers: Explore energy efficiency in homes and industries.
<b>8A Food and Nutrition, 8I Fluids</b>	<b>Term 6</b>	Use the key words from exploring science. Food and Nutrition: "Chew On This: Everything You Don't Want to Know About Fast Food" by Eric Schlosser and Charles Wilson Fluids: "Why Don't Jumbo Jets Flap Their Wings? Flying Animals, Flying Machines, and How They Are Different" by David Alexander	Food and Nutrition: Explore nutritional science and global food security. Fluids: Investigate fluid dynamics in natural and industrial processes.

<b>How are pupils informally and formally assessed?</b>	End of unit tests, including Challenge Weeks Assessment tasks End of year assessments, including Challenge Weeks Retrieval tasks Homework Teacher questioning Work in exercise books
<b>Developing Independent and Home Learning Skills</b>	Online and printed homework All lesson content on the Google Classroom, information and worksheets Exam style practice questions Revision resources
<b>Useful e-Learning Resources (e.g., web links)</b>	<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>
<b>Equipment for lessons</b>	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
<b>Enrichment activities</b>	Science competitions and educational visits.
<b>Careers curriculum</b>	STEM Projects
<b>Head of Department and email contact</b>	Mr M Hadden <a href="mailto:m.hadden@wansteadhigh.co.uk">m.hadden@wansteadhigh.co.uk</a>

# 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.

Textile 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><b>Pupils are introduced to how products are tested for safety.</b></p> <p><b>Pupils produce annotated design ideas inspired by Memphis.</b></p> <p><b>Pupils' machine skills are further developed. They select the correct stitch and show accuracy when stitching straight lines/curves using zig-zag and lockstitch.</b></p> <p><b>Pupils mark seam allowance onto their fabric, the purpose of lay planning is discussed.</b></p> <p><b>Pupils use the iron safely to construct a patch pocket.</b></p> <p><b>Fastenings - Pupils produce a drawstring fastening and functioning bag, pupils decorate the bag with applique and one other process.</b></p>	<p><b>10-week block of lessons</b></p>	<p>Learning and using Key subject vocabulary.</p> <p>Satin stitch</p> <p>Lock stitch</p> <p>Couching</p> <p>Zig-zag stitch</p> <p>Fastening</p> <p>Memphis</p> <p>Cord</p> <p>Tacking</p> <p>Closed seam with zigzag edge</p> <p>Evaluative writing</p>	<p>Pupils complete a condensed non-examined assessment (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 regular and timely formative feedback. 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, in line with Challenge Weeks.
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<b>Developing Independent and Home Learning Skills</b>	<p>Google Classroom will be updated each rotation with all the resources used in class.</p> <p>An Independent Learning Assignment will be set for pupils each term.</p>
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<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>
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<b>Equipment for lessons</b>	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils.
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**Enrichment activities** Extra-curricular clubs and competition throughout the year.

**Careers curriculum** Careers talks from local designers.

**Head of Department and email contact**

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