



Wanstead High School

Education with Character

Curriculum Content Booklet Year 9 2024 - 25



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Art and Design

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

The importance of Art & Design in the curriculum enables students 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 by...Taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

Skills developed in Art Subject 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>Students will develop and create their personal hybrid symmetrical building collages. They will develop their recording and observation skills, concentrating on proportion, tone, line and detail. They will modify and adapt their outcome incorporating elements of Hundertwasser.</p> <p>Artist: Hundertwasser 2D-Drawing and Painting</p>	Termly	<p>Key Words:</p> <ul style="list-style-type: none"> • Tone; • Texture; • Line; • Depth; • Space; • Colour; • Form; • Shape <p>Reading List: Art, craft and design. Author. Title. Publisher. Hobbs, J (2014). Sketch your World. Apple Press. Marr, A (2013). A Short Book About Drawing.</p>	<p>The Dept. sets high expectations on all learners regardless of ability.</p> <p>Provide an Inclusive Curriculum/all students have equal access.</p> <p>All students get to personalise their work through their own individual journey incorporating their own cultural narrative.</p>
<p>Anime: Students will create and develop their own personalised anime character. Learn and develop the steps of creating an anime character:</p> <ul style="list-style-type: none"> • Drawing an anime head or face • Sketching an anime body from stick man to general shapes • Refine shapes into a body form • Add anime clothes • https://www.wikihow.com/Draw-an-Anime-Character 	Termly	Oracy is built into every lesson, in classroom discussions and questions designed to hone critical thinking skills.	Art aims to encourage self-expression and creativity, build confidence as well as a sense of individual identity.

<p>Anime/Manga: Contextual resources/Inclusive of gender & race.</p> <p>2D: Drawing and Painting.</p>			
<p>Anime Background:</p> <p>Students will produce a mixed media outcome inspired by their anime character, working in a range of different processes and techniques.</p> <p>Differentiated Background methods to explore:</p> <p>https://youtu.be/YWLPWFpvJA</p> <p>https://youtu.be/XRrKohWdpeQ</p> <p>https://youtu.be/R3fRwrZhiMg</p> <p>Further space backgrounds available/differentiated.</p> <p>Students encouraged to embellish their background:</p> <p>2D/3D-Using media/Collage/mod-Roc</p>	<p>Termly</p>		<p>To enable students to learn how to reflect critically on their own and others' work. They learn to think and act as artists, makers and designers working creatively and intelligently.</p>

<p>How are pupils informally and formally assessed?</p>	<p>Most assessments in the art classroom are conducted informally such as noting which students are engaged and which are not. Ongoing dialogic conversations about work in progress is one of the most common ways teachers assess student progress. This is also noted through the depts. 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>Developing Independent and Home Learning Skills</p>	<p>ILA's (Independent Learning Assignments) are set termly. This is an extended homework spanning 3-4 weeks where students are given a brief to respond, which is scaffolded into a weekly sequence of objectives until the final realisation.</p> <p>Google Classroom/working from home, allows students greater autonomy as well as contributing to lessons or submitting work</p>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>There are a number of useful links to support students: 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 students where possible to practice on digital platforms such as Photoshop, Adobe illustrator and Procreate to name but a few programmes.</p>
<p>Equipment for lessons</p>	<p>All students are expected to bring to lessons basic equipment, E.g., Pencil, pen, rubber and sharpener. 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>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year.</p> <p>In school we run a Year 9 GCSE taster workshop club for students, providing them with an out of context, engaging and creative experience.</p>
<p>Careers curriculum</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 students. Within the class-room we aim to develop students with transferable skills they can take out into the world:</p>

- Problem Solving
- Observation Skills
- Discipline
- Organizational Skills
- Self-Expression
- Self-Appreciation
- Courage

Head of Department and email contact

Mr A Yiacoumi
a.yiacoumi@wansteadhigh.co.uk
Head of Department
Art, Design and Technology

Computing

Pupils receive 2 lessons of Computing each fortnight.

Computing is important in Year 9 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
Ethical, legal and cultural concerns	Autumn term 1	https://www.bbc.co.uk/bitesize/guides/zhx26yc/revisions/3 Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Exploring cultural and ethical issues allows pupils to recognize the social impact of technology, both positive and negative. This encourages them to become more socially conscious and proactive in addressing societal challenges.
Practical programming in Python	Autumn term 2	https://www.python.org/about/gettingstarted/ https://www.w3schools.com/python/ https://www.dataquest.io/blog/learn-python-the-right-way/	Advanced programming in Python often involves tackling complex problems and projects. Pupils are challenged to apply their knowledge and creativity to design solutions, fostering problem-solving skills.
Databases	Spring term 1	https://www.bbc.co.uk/bitesize/guides/zswnb9q/revisions/1	Teaching databases can be a stepping stone to discussing big data and data analytics. Pupils can explore how large datasets are stored, processed, and analysed to extract valuable insights.
Data Representation	Summer term 1	https://www.bbc.co.uk/bitesize/topics/zxnfr82 https://classroom.thenational.academy/units/data-representation-618b	Pupils learn about how data representation impacts graphics, images, audio, and video. This allows them to explore multimedia data formats and compression methods, which are vital in fields like game development and media production.

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.

Developing Independent and Home Learning Skills

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.

Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f https://code.org/ https://classroom.thenational.academy/units/data-representation-618b
Equipment for lessons	Black pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Robotics club
Careers curriculum	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
Head of Department and email contact	Mr. B Alom b.alom@wansteadhigh.co.uk

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. Year 9 curriculum map is designed to introduce GCSE skills and performance that mimic the exam boards assessment to give pupils a taste of the GCSE course we offer and challenge them to be higher ability movers and thinkers.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Working with a stimulus	Autumn Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be introduced to the choreographic process as the role of choreographer and create motifs in response to a number of different stimuli. Pupils are encouraged and taught how to create abstract movement to show a choreographic intention. <ul style="list-style-type: none"> • ASDR • Motif development • Choreographic devices • Rehearsal skills and discipline
Set Phrase	Autumn Term 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will be introduced into the GCSE skill set (physical, technical, expressive and mental skills) and be expected to perform a 30 second solo demonstrating these skills to the best of their ability. <ul style="list-style-type: none"> • Contemporary • Hiphop • Physical skills • Technical skills • Mental skills • Expressive skills
Duet/Trio	Spring Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	Pupils will use the movement vocabulary they have learnt from the previous assessment (set phrase) and develop the movement to create a duet and trio with the choreographic intention of manipulation and control. <ul style="list-style-type: none"> • Performance skills • Stylistic features • Rehearsal skills • Projection • Energy • Musicality

Performing Arts Musicals Project	Spring Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<p>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.</p> <ul style="list-style-type: none"> • Performance skills • Skills of a musical theatre performer • ASDR • Rehearsal skills • Choreographic tools
Shadows	Summer Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<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"> • Costume • Set • Lighting • Movement analysis • Accompaniment
Swansong	Summer Term 2 (Appreciation)	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting 	<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"> • Costume • Set • Lighting • Movement analysis • Accompaniment

How are pupils informally and formally assessed?	<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 KS3. 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.</p>
Developing Independent and Home Learning Skills	<p>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. Pupil are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 https://www.youtube.com/watch?v=i2jrYXzQfIY&list=PLBhgvcteMltgdPyne3ab5T8UXGdYdANvq https://www.youtube.com/watch?v=cQkHmKxK2tA&list=PLBhgvcteMltgoZ81U_M9X0Y5ylik36YQd</p>

<https://www.youtube.com/watch?v=xq9PVtS2TYo&t=15s>
https://www.youtube.com/watch?v=_2DDKCou-8s
<https://www.youtube.com/watch?v=038BdfaaVVs>

Equipment for lessons	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.
Enrichment activities	Year 9 Dance Company Key Stage 3 London Youth Games Team Dance competitions Annual dance show Theatre trips
Careers curriculum	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. 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.
Head of Department and email contact	Ms R Walker r.walker@wansteadhigh.co.uk

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. In year 9 the curriculum is mapped to give opportunities for insight to the AQA GCSE Drama curriculum we offer at KS4, using more sophisticated skills and mimicking GCSE assessments such as devising and scripted work.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Devising and Design with Horror	Autumn Term 1 and 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting • Script work and working with texts 	Pupils will develop understanding of how to devise and the building blocks to being able to devise in group performance whilst using the Horror genre. Pupils are challenged as they are taught GCSE level skills in line with the AQA criteria. <ul style="list-style-type: none"> • Creating scripts • Directing • Devising • Lighting • Sound • Costume • Stimulus work • Research • Analysis • Vocal skills • Physical skills • Characterisation
Duologues	Spring Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting • Script work and working with texts 	Pupils will choose a genre and scripts provided by the teacher. Pupils will practise and develop their skills in scripted performance. Pupils will be expected to remember and memorise their scripts. Pupils will be assessed in their ability to show their physical and vocal skills, how to stage the performance, interpreting the character and understanding subtext (Stanislavski) <ul style="list-style-type: none"> • Practitioner • Proxemics • Directing • Naturalism • Vocal skills

			<ul style="list-style-type: none"> • Physical skills • Characterisation
Performing Arts Musicals Project	Spring Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting • Script work and working with texts 	<p>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</p> <ul style="list-style-type: none"> • Creating scripts/raps • Directing • Devising • Lighting • Skills of musical theatre performer • Vocal skills • Physical skills • Characterisation
The Facility; Sarah Hehir	Summer Term 1	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting • Script work and working with texts 	<p>Pupils will be introduced into Greek Theatre (mask work and tragedy). Pupils will be expected to take a Greek Theatre play and modernise it to western theatre using modern acting styles and techniques.</p> <ul style="list-style-type: none"> • Greek Theatre and tragedy • Directing • Devising • Stimulus work • Research • Analysis • Vocal skills • Physical skills • Characterisation
Melodrama/So ap Operas	Summer Term 2	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Review lesson: reflective written assignment questions • Termly target setting • Script work and working with texts 	<p>Pupils will be introduced to Soap Opera as an acting style/genre. Pupils will be expected to devise using stock characters, combining the conventions of melodrama and soap opera into their performance</p> <ul style="list-style-type: none"> • Creating scripts • Stock characters • Genre • Naturalism • Directing • Devising • Lighting • Costume • Melodrama • Vocal skills • Physical skills • Characterisation

<p>How are pupils informally and formally assessed?</p>	<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 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>
<p>Developing Independent and Home Learning Skills</p>	<p>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>
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.youtube.com/watch?v=GCslju-ZkBI https://www.youtube.com/watch?v=BZHnCtf-DEI https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance</p>
<p>Equipment for lessons</p>	<p>Black pen, green pen, pencil, rubber, ruler, highlighter. Props and costume if necessary</p>
<p>Enrichment activities</p>	<p>Key Stage 3 Drama Club Annual Drama production Old Vic Theatre Programme LAMDA Theatre Trips</p>
<p>Careers curriculum</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, screenwriter, casting director, journalist, drama instructor or teacher, personal trainer, videographer, community arts worker or leader and artistic director.</p>
<p>Head of Department and email contact</p>	<p>Ms R Walker r.walker@wansteadhigh.co.uk</p>

English

In Year 9 pupils receive 7 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
Hopes and Dreams	Term 1	<ul style="list-style-type: none"> • Poets Speak Out • Poetry week • Class novel- 'The Outsiders' or 'Mortal Engines' • Language skills- Non-fiction • Reading projects 	<ul style="list-style-type: none"> • Challenging range of texts selected • Stretch and challenge tasks every lesson • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing

Society	Term 2	<ul style="list-style-type: none"> • 'A View from the Bridge' Miller • Short story competition (Redbridge) • 19th Century/Romantic Writers • 'Animal Farm' – Orwell • Reading projects 	<p>tasks</p> <ul style="list-style-type: none"> • Suggested reading lists for wider reading • Independent research tasks • Presentations in front of peers • Links made to GCSE demands to push pupils • Opportunity to perform poetry/drama
Outsiders	Term 3	<ul style="list-style-type: none"> • Language Skills- Non-fiction: Strong Women • Shakespeare: 'Merchant of Venice' • Colonialism – 'Rabbit Proof Fence' • Writing as a Reader • Reading projects 	

How are pupils informally and formally assessed?	<p>Assessments include:</p> <ul style="list-style-type: none"> - Essays (reading and analytical skills) - Creative writing - Non-fiction writing - Presentations (speaking and listening skills)
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Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> - Home learning is set on Google Classroom and reflects the theme of the given term - Wanstead Reading Project – termly task to encourage reading for pleasure and culminates in a presentation at the end of each term.
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Useful e-Learning Resources (e.g., web links)	<p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</p> <p>https://www.bl.uk/</p> <p>https://www.shakespearesglobe.com/</p> <p>https://readingagency.org.uk/books/</p>
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Equipment for lessons	<ul style="list-style-type: none"> • Two black or blue pens • Ruler • Pencil • Highlighter • Colouring pencils • Green pen • Glue stick • Reading book
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Enrichment activities	<ul style="list-style-type: none"> • Poetry Week • World Book Day • National Writing Day, • Wanstead Reading Projects • Writing competitions (national and school based) • Theatre visits • Summer Reading Challenge
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Careers curriculum	We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)
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Head of Department and email contact	<p>Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk</p> <p>Ms C Gorczak (Key Stage 3 Coordinator) c.gorczak@wansteadhighschool.co.uk</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 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: -

Skills developed in Food and Nutrition are: -

Presentation
Evaluation

Design
Planning

Investigative
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"> - Dietary needs. - Function of pastry ingredients. - Practical skills. 	10-week block of lessons.	<ul style="list-style-type: none"> - Science terminology. - Dietary illnesses. 	<p>Pupils will develop practical life skills, which includes meal planning, budgeting and food safety. These are essential life-skills which will inform and empower them to make informed decisions about food choices and decisions.</p> <p>Through the introduction of food chemistry and the role of different ingredients in cooking processes, pupils will deepen their understanding of the scientific principles behind food preparation and enhance their critical thinking skills.</p> <p>Pupils will look in depth at pastry and will be able to apply their previous learning of the roles of ingredients to obtain hypotheses for the effects of ingredient manipulation.</p> <p>Pupils will also be expected to read a recipe for Katsu Curry and plan a dovetailed sequence of work before they make the product.</p>

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 Assignment (ILA) to be completed focusing on dietary needs.
Useful e-Learning Resources (e.g., web links)	https://www.nutrition.org.uk/ www.bbc.co.uk/food

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 Head of Department Art, Design and Technology
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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>Population & Urbanisation</p> <p>The world’s population now exceeds 8 billion and we will investigate how countries are managing the population growth to meet their needs for both the here and now and to meet future needs. Of these 8 billion people over half live in towns and cities and this is having an increasingly pressing effect on society and the natural environment.</p>	<p>September - December</p>	<p>Progress in Geography Key Stage 3, D. Gardner, et al. 9781510428003</p> <p>Nelson Key Geography Connections, D. Waugh. 9781408523179</p> <p>Prisoners of Geography, T. Marshall 9781783962433</p> <p>Volcanoes & Earthquakes, C. Petrone. 9780565092634</p> <p>The Climate Book G. Thunberg 9780241547472</p>	<p>The study of demographics and urbanisation is rich in terminology and up-to-the-minute exemplification. Pupils will be exposed to content that is current and not appearing in textbooks or traditional print format. Critical thinking is a key element of this unit where pupils will be encouraged to question the evidence presented and formulate their own opinion and conclusions. The end of unit formal assessment is written in a GCSE style.</p>
<p>Geo Hazards</p> <p>Tectonic activity has shaped the world we know and continues to do so in some parts of the world today. We will be learning about the tectonic processes and the impact that they have on the lives of people living in these active parts of the world. We will also be studying weather related hazards including hurricanes, droughts and consequential forest fires.</p>	<p>January - April</p>	<p>Across all units geographical terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	<p>Pupils will be presented with factual evidence in a variety of formats and from these will be expected to generate detailed, data driven, case studies. Analysing data pupils will be encouraged to form judgements about the severity of hazards.</p> <p>The end of unit formal assessment is written in a GCSE style.</p>

<p>Welcome to the Anthropocene We live in an age where human actions are having irrevocable effects on the natural world through climate change, pollution, poor waste management and a significant decline in biodiversity.</p>	<p>May - July</p>		
<p>How are pupils informally and formally assessed?</p>	<p>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.</p>		
<p>Developing Independent and Home Learning Skills</p>	<p>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.</p>		
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/ https://www.geographyalltheway.com/ks3_geography.htm https://www.geographyinthenews.org.uk/ https://www.metlink.org/resource/key-stage-3/ https://www.youtube.com/@bbcteach</p>		
<p>Equipment for lessons</p>	<p>Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.</p>		
<p>Enrichment activities</p>	<p>Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme. Meteorological Club (after school) in room NB1 with Mr Smith. Key Stage 3 homework support and further study each week after school.</p>		
<p>Careers curriculum</p>	<p>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.</p>		
<p>Head of Department and email contact</p>	<p>Mr D Leftwich FRGS d.leftwich@wansteadhigh.co.uk</p>		

Graphics

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

Graphics teaching useful life skills.

Pupils learn how to develop the use of CAD software program Photoshop. In addition, pupils learn to use the modelling material corrugated card 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 Photoshop tools	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed NEA style project
How to develop ideas using Photoshop		Evaluation writing	
Pupils work with corrugated card			
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 will be set for pupils each term.		
Useful e-Learning Resources (e.g., web links)	https://www.youtube.com/watch?v=dXxfpFhpQ7E		
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.yiacoumi@wansteadhigh.co.uk 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 wider reading	Where the curriculum is ambitious
What caused the Great War?	Autumn 1	Cause and consequence "Howard's End" E M Forster "The Thirty-nine Steps" John Buchan	Categorising causes and counterfactual history
What was it like to fight in the Great War?	Autumn 2	Significance "All Quiet on the Western Front" Erich Remarque "A Farewell to Arms" Ernest Hemingway "The First Casualty" Ben Elton	Focus on primary sources to examine features of fighting
What were the causes of the Russian revolution of 1917?	Spring 1	Interpretations "And Quiet Flows The Don" Mikhail Sholokhov "White Guard" Mikhail Bulgakov	Comparison to Britain and the rest of Europe – links to A Level history
Why did people support Adolf Hitler?	Spring 2	Evidence/Utility "The Book Thief" Markus Zusak "The Spy and the Traitor" Ben Macintyre	Degree of support and links to GCSE History (not taught at Wanstead)
How should we remember the Holocaust?	Summer 1	Change and Continuity "Johanna at Daybreak" RC Hutchinson "The Tattooist of Auschwitz" Heather Morris	Degree of accountability and moral questions
Transition to GCSE history and independent project	Summer 2	GCSE transferrable skills	Links to GCSE curriculum

How are pupils informally and formally assessed?	A formative assessment every half term focusing on both 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)	BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystagehistory.co.uk		
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 p.chartorizhsky@wansteadhigh.co.uk		

Mathematics

Year 9 pupils receive 8 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"> • Calculations • Integer, Indices and Roots • Place Value and Rounding • Fractions and Probability • Fractions, Decimals and Percentages • Ratio and Proportion 	Autumn Term	Integer, Estimate, Product, Coprime, Percent, Denominator	<ul style="list-style-type: none"> • Working out PAYE deductions • Finding roots of large numbers by hand • Working out tolerances and safety limits • Advanced conditional probability • Complex exponential growth and decay problems • Complex ratio and multiplicative reasoning problems
<ul style="list-style-type: none"> • Expressions and Formulae • Length, Area and Volume • Constructions and Loci • Statistics • Equations and Inequalities • Geometric Reasoning 	Spring Term	Term, Expression, Frequency, Interval, Parallel, Perpendicular, Solve, Inequality, Transversal, Coefficient	<ul style="list-style-type: none"> • Working with rational polynomial expressions • Complex mensuration problems including trig to find lengths • Constructing complex loci and convex and concave polygons • Standard Deviation, Linear Interpolation and Skew • Systems of quadratic or exponential equations • Complex geometric reasoning problems including trig to find angles
<ul style="list-style-type: none"> • Sequences, Functions and Graphs • Transformations • Measures and Rates of Change 	Summer Term	Function, Geometric, Linear, Vertex, Rate, Velocity, Acceleration, Pressure	<ul style="list-style-type: none"> • Recognising, sketching and finding equations of polynomials, circles, exponential and circular functions • Complex vector geometry proof and transformations of functions • Kinematics

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lessons, as well as three formal summative assessments – one per term.
Developing Independent and Home Learning Skills	Sparx Maths is used for home learning tasks, as well as a platform for independent study.
Useful e-Learning Resources (e.g., web links)	www.sparxmaths.com www.drfrostmaths.com www.corbettmaths.com www.mathsgenie.co.uk

Year 9 Curriculum Content Booklet 2024-25

Equipment for lessons	Pens, pencils, rulers, protractors, scientific calculators. Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club.
Careers curriculum	Relevant links made throughout the curriculum relevant to topics being learned.
Head of Department and email contact	Mr S Nelson s.nelson@wansteadhigh.co.uk

Modern Foreign Languages - French and Spanish

Our 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 (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Languages: French or Spanish</p> <p>Module 1: Discussing what you did on holiday and during the school holidays.</p> <p>Module 2 French: Exploring festivals and celebrations.</p> <p>Module 2: Spanish: Exploring the use of media and those in the media. Discussing interest in TV and music</p> <p>Module 3 French: Describing food and a party.</p> <p>Module 3 Spanish: Describing Digital Technology</p> <p>Module 4 French: Where you live and moving house</p> <p>Module 4 Spanish: Getting ready to go out and different places</p> <p>Module 5 French: Sports, illnesses and asking for directions.</p> <p>Module 5 Spanish: Describing a holiday home and asking for directions. Consolidation of all modules.</p> <p>All units cover reading, writing, listening and speaking skills.</p>	<p>Half Term 1</p> <p>Half Term 2</p> <p>Half Term 3</p> <p>Half Term 4</p> <p>Half Term 5</p> <p>Half Term 6</p>	<p>Topic specific knowledge organiser and vocabulary list</p> <p>Gaston Marechaux revision skills</p> <p>Reading comprehension on 'Noel traditionnel'</p>	<p>Challenge tasks every lesson</p> <p>Using authentic target language resources</p> <p>Opportunity for enquiry during flipped learning</p> <p>Links to higher Key Stage 3 and Key Stage 4 skills and knowledge</p> <p>Presenting role plays to the class</p> <p>Introduction to GCSE topics and grammar</p> <p>Writing more developed texts on personal details</p> <p>Introduction to cultures: music, food, traditions</p> <p>Broadening knowledge base via teaching complex grammar alongside subject specific vocabulary</p> <p>Comprehension of spoken and written target language</p> <p>Opportunities to research linked topics.</p>

How are pupils informally and formally assessed?	Mini assessment Listening, Speaking, Reading and Writing skills. Vocabulary and grammar tests Challenge Week Assessments.
Developing Independent and Home Learning Skills	All lessons are posted onto the Google Classroom. Homework is set weekly. Research based homework. Project work.

Useful e-Learning Resources (e.g., web links)	ActiveTeach pupil resources, www.memrise.com www.languagesonline.org
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Extra-curricular language clubs Trips and visits Film study Cultural lessons International Day of Languages Culture Day
Careers curriculum	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.
Head of Department and email contact	Ms D Collins d.collins@wansteadhigh.co.uk

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
Ensemble Project	Autumn half term 1	https://www.youtube.com/watch?v=YVqYB_65kSA&ab_channel=AryHill	Pupils will be expected to demonstrate strong ensemble skills in their group performance of the song. More musically able pupils will be expected to lead and rehearse their group and/or use other instruments that they play in the performance.
Composition 5: Chase Scene	Autumn half term 2	https://www.youtube.com/watch?v=b7lu-WxHxu0&t=75s&ab_channel=Pyramid https://www.youtube.com/watch?v=RNxLYZ0yWq4&ab_channel=GuyMichelmor https://evenant.com/film-scoring-introduction-to-action-cues/	Pupils will be expected to create a contrast in mood and follow the action taking place in the scene. They will be expected to combine and develop ideas effectively and create a strong sense of direction throughout the composition.
Samba	Spring half term 1	https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1	Pupils will be expected to demonstrate excellent ensemble skills, performing a samba arrangement as a whole class.
Composition 6: Beats	Spring half term 2	https://www.iconcollective.edu/how-to-make-a-hip-hop-beat	Pupils will be expected to show an ability to combine rhythmic and pitched ideas effectively in the creation of hip-hop beats and instrumentals.
Extended chords performance	Summer half term 1	https://hellomusictheory.com/learn/extended-chords/ https://www.youtube.com/watch?v=dE413i1eAso&ab_channel=Tyler	Pupils will be expected to perform an example of a keyboard part that makes use of extended chords, co-ordinating independent left and right hands successfully. Some pupils will perform particularly challenging examples of this in difficult keys for the instrument.

<p>Composition 7: Free Brief Composition</p>	<p>Summer half term 2</p>	<p>https://www.ted.com/talks/mark_ronson_how_sampling_transformed_music?language=en</p>	<p>Pupils will write a composition to a free brief, although some potential briefs will be suggested.</p>
<p>How are pupils informally and formally assessed?</p>	<p>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.</p>		
<p>Developing Independent and Home Learning Skills</p>	<p>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>		
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://visionrcl.org.uk/centre/redbridge-music-service/ https://www.suffolkmusicclub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources</p>		
<p>Equipment for lessons</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>Enrichment activities</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>Careers curriculum</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>Head of Department and email contact</p>	<p>Mr I Sweet i.sweet@wansteadhigh.co.uk</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 will continue to offer a broad and balanced curriculum that allows pupils of all abilities to develop physically, cognitively, and socially.</p> <p>Units of work will focus on the development and refining of skills learned in Years 7 and 8 introducing GCSE PE-specific skills where applicable allowing application in a range of non-competitive and competitive situations transferring learned knowledge from previous years.</p> <p>Pupils will also have the opportunity to develop leadership skills and opportunities during lessons. Pupils will be encouraged to evaluate their own performance and peers identify strengths, weaknesses, and strategies to improve performance.</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>Pupils will study one scheme of learning per half term, depending on available facilities, resources and time of year.</p> <p>Changes made to this reflect the department's desire to include 'depth' as well as 'breadth' within the curriculum.</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>How are pupils informally and formally assessed?</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>Developing Independent and Home Learning Skills</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</p>		

	the end of each term that will assess theoretical content that has been covered in the lessons.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/sport https://www.bbc.co.uk/bitesize/examspecs/zp49cwx (to develop GCSE content)
Equipment for lessons	Wanstead High School PE Kit, trainers, football boots (if required)
Enrichment activities	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.
Careers curriculum	Pupils have links to resources onto the Google Classroom and staff make links to careers during PE lessons for example, coaching, officiating and performance analysis.
Head of Department and email contact	Mr J Sains j.sains@wansteadhigh.co.uk

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
Humanism: Topics include: Introduction to Humanism, Humanist Beliefs, Making Decisions, Humanism and the world and Celebrations.	Term 1	Across all units 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 be exposed to a new belief where they will have the opportunity to speak with a Humanist and ask questions related to the topic.
Science vs Religion: Topics include: Scientific and Religious Truth, Christian Creation Story, Hindu Creation Story, The Big Bang Theory, Evolution and Design Argument.	Term 2	Across all units 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 Creationism and Evolution.
Immortality: Topics will include: What is meant by immortality, Evidence of Immortality, Dualism Resurrection, Reincarnation Problems with immortality	Term 3	Across all units 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 a variety of different religions and be given the opportunity of Synoptic links to all the topics.

How are pupils informally and formally assessed?

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.

Developing Independent and Home Learning Skills	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.
Useful e-Learning Resources (e.g., web links)	www.bbc.co.uk/religion www.truetube.co.uk
Equipment for lessons	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
Enrichment activities	Educational visits to places of worship.
Careers curriculum	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.
Head of Department and email contact	Ms E Christofides E.Christofides@wansteadhigh.co.uk

Resistant Materials

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

Resistant materials teach useful life skills.

Pupils learn how to develop their ideas with an understanding that the resources they choose to use for their designs have an impact on our planet. This allows the pupils freedom of expression and the ability to create original and imaginative outcomes.

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' imagination flourishes and they are encouraged to understand that the environment can be protected by responsible design and manufacture.

Resistant materials encourage pupils to explore, enjoy and develop their creative thinking, designing, problem solving, planning and evaluative skills.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
The difference between Recycling, Upcycling and Reuse	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed NEA style project
Benefits of upcycling products		Evaluation and planning writing	
Advantages and Disadvantages of CAM			
How are pupils informally and formally assessed?	ILA assignments, end of rotation tests, class contribution, practical work.		
Developing Independent and Home Learning Skills	ILA to be completed each term.		
Useful e-Learning Resources (e.g., web links)	https://technologystudent.com/prddes1/reused1.html https://technologystudent.com/pdf14/display6.pdf https://technologystudent.com/prddes1/revcard_upc1.html https://www.bbc.co.uk/bitesize/guides/z4bjjhv/revision/3		
Equipment for lessons	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils		
Enrichment activities	Extracurricular clubs and competition throughout the year		
Careers curriculum	Careers talks		
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology		

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
<p>Year 9: plants growth, reactivity, forces and motion, genetics and evolution, making materials, force fields and electromagnets.</p>	<p>Term 1</p>	<p>Use the key words from exploring science.</p> <p>Year 9: Plant growth: "Botanicum" by Katie Scott and Kathy Willis Reactivity: "Cool Chemistry Concoctions: 50 Formulas that Fizz, Foam, Splatter & Ooze" by Joe Rhatigan and Veronika Alice Gunter Force and motion: "Forces Make Things Move" by Kimberly Brubaker Bradley</p>	<p>Year 9: Plant Growth: Incorporate genetic modification and sustainable agricultural practices. Reactivity: Explore industrial chemical processes and their environmental considerations. Force and Motion: Analyse real-world engineering applications of physics.</p>
<p>Year 9: 9A Genetics and evolution, 9E Making materials, 9J Force fields and electromagnets</p>	<p>Term 2</p>	<p>Use the key words from exploring science.</p> <p>Year 9: Genetics and evolution: "Evolution Revolution" by Robert Winston Making materials: "The Mystery of the Periodic Table" by Benjamin D. Wiker Force fields and electromagnets: "Electricity and Magnets" by Peter Riley</p>	<p>Year 9: Genetics and Evolution: Discuss CRISPR and genetic editing technologies. Making Materials: Introduce materials science with a focus on sustainability. Force Fields and Electromagnets: Apply concepts to electromagnetic technologies in transportation.</p>

Year 9: 9D Transition to GCSE, 9H Transition to GCSE, 9L Transition to GCSE	Term 3	Use the key words from exploring science. Year 9: Transition to GCSE: "GCSE Science" by CGP Books for a smooth transition and introduction to GCSE topics.	Year 9: Transition to GCSE: Focus on bridging knowledge gaps and introducing GCSE-level challenges.
Year 9: B1 Cell structure and transport, C1 Atomic structure, P1 Conservation and dissipation of energy	Term 4	Use the key words from exploring science. Year 9: Cell structure and transport: "The Way We Work: Getting to Know the Amazing Human Body" by David Macaulay Atomic structure: "Understanding Chemistry" by C.N.R. Rao Conservation and dissipation of energy: "Energy: Its Use and the Environment" by Roger A. Hinrichs and Merlin Kleinbach	Year 9: Cell Structure and Transport: Examine transport mechanisms in disease contexts. Atomic Structure: Connect with real-world applications in energy. Conservation and Dissipation of Energy: Discuss global energy policy implications.
Year 9: Moved onto the Key Stage 4 curriculum.	Term 5	Use the key words from exploring science.	
Year 9: Moved onto the Key Stage 4 curriculum.	Term 6	Use the key words from exploring science.	

How are pupils informally and formally assessed?	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
Developing Independent and Home Learning Skills	Online and printed homework All lesson content on the Google Classroom, information and worksheets Exam style practice questions Revision resources
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://senecalearning.com
Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, calculator, glue stick.
Enrichment activities	Science competitions and educational visits.
Careers curriculum	STEM Projects
Head of Department and email contact	Mr M Hadden m.hadden@wansteadhigh.co.uk

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 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.

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>Producing repeat pattern print designs for their fabric. Pupils take inspiration from Mary Quant.</p> <p>Pupils create a stencilling and print onto their fabric to produce a repeat pattern.</p> <p>They insert a zip into a seam to create a functioning pencil case.</p> <p>Pupils construct closed seams with zig-zag edges.</p>	<p>10-week block of lessons</p> <p>When is it taught (Terms or Half Terms)</p>	<p>Learning and using Key subject vocabulary.</p> <p>Key words</p> <p>Layplan</p> <p>On the Fold (draw the symbol)</p> <p>Grain Line (draw the symbol)</p> <p>Right Side</p> <p>Ease to Fit</p> <p>Seam Allowance</p> <p>Plain Seam</p> <p>Bag out / Turn Through</p> <p>Fray / Fraying</p>	<p>Pupils complete a condensed non-examined assessment (NEA) style project.</p> <p>Pupils will be encouraged to expand on their skills taught. This will challenge them to explore new techniques and develop their technical abilities beyond basic sewing and machine skills.</p>
<p>Pupils write interview questions. They use this to collect primary research by conducting a client interview.</p> <p>Pupils follow a lay plan and cut pattern template pieces</p> <p>Pupils realise their ideas by making a bucket hat, this requires pupils to pin and sew a curved seam.</p>		<p>Presentations.</p> <p>Evaluative writing.</p>	<p>Pupils will be encouraged to develop marketing and entrepreneurship skills exploring the potential market for their products.</p> <p>This will also provide a platform for pupils to share and display their work to the local wider community, organise exhibitions and develop presentation skills.</p> <p>Pupils will be taught and encouraged to think critically and creatively when approaching design challenges, fostering problem-solving skills and innovation. Evidence will be seen in the design process, research, ideation, prototyping and evaluation.</p>

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 will be set for pupils each term.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/1
Equipment for lessons	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils
Enrichment activities	Extra-curricular clubs and competition throughout the year.
Careers curriculum	Careers talks from local designers.
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Head of Department Art, Design and Technology