



Wanstead High School

Education with Character

Curriculum Content Booklet Year 7 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>Pupils in Year 7 will be introduced to the Formal Elements.</p> <p>Pupils are taught a range of foundational skills and concepts.</p> <p>They learn about different drawing tools and techniques</p> <p>Line-drawing</p> <p>Cross-hatching</p> <p>Blending/Shading</p> <p>Drawing simple objects and still-life</p>	<p>Autumn Term 1</p>	<p>Key Vocabulary:</p> <p>Tone</p> <p>Texture</p> <p>Line</p> <p>Depth</p> <p>Space</p> <p>Colour</p> <p>Form</p> <p>Shap</p>	<p>Pupils have a planned learning journey with clear end points in reaching their outcomes.</p> <p>This includes providing additional support for those who need it and more complex challenges for those who demand it.</p> <p>We aim to provide all Year 7 pupils with an Inclusive Curriculum, “learning without limits” exposing pupils to ambitious material, increasing the cognitive demands and supporting all pupils through appropriate scaffolding, support and discussion. This includes:</p> <p>-Incorporating Artists from different backgrounds, cultures and identities.</p> <p>Offering pupils, a wide range of materials to explore both 2D/3D, allowing pupils to experiment and discover their own artistic voice.</p> <p>Online-Learning-Google Class: This enables all pupils to access relevant information remotely allowing pupils to take greater responsibility and independence for their own learning.</p>
<p>Pupils will then focus on Colour Theory.</p> <ul style="list-style-type: none"> • Creating Colour wheels, exploring different colour schemes • Complementary/harmonious colours. 2D Painting/Colour-mixing. 	<p>Autumn Term 2</p>	<p>Oracy is built into every lesson. Questioning and enquiry are built in classroom discussions, designed to home critical thinking skills. Asking pupils to write about their art-</p>	<p>Encourage pupils to experiment with different colour combinations and variations to develop their own unique interpretations.</p> <p>Enables pupils to create smooth transitions between colours-challenging their fine motor skills.</p>

<p>Pupils will then begin learning about Texture from still-life or natural objects.</p> <ul style="list-style-type: none"> • Experiment whilst drawing and creating texture through different media and materials • 2D-Drawing, painting, collage 	<p>Spring Term 1 and 2</p>	<p>making is also used regularly to engage in literacy.</p>	<p>Using unconventional objects, exploring abstract or conceptual interpretations of still life.</p> <p>Introduce pupils to a wider range of examples and historical context, allowing pupils to think critically and express their own perspectives through their artwork and appreciation.</p>
<p>Creative-thinking and problem-solving:</p> <ul style="list-style-type: none"> • Pupils develop their own ideas through brainstorming and planning. • 2D/3D drawing, painting, collage • Creating a personalised butterfly pattern wheel in response to the artists' work • Reflect and review on their creative process 	<p>Summer Term 1 and 2</p>		<p>By the end of term, we expect our pupils to have learnt how to reflect critically on their own and others' work by developing good habits and using a model of questioning aimed at both the teacher and their own learning.</p> <p>Invite guest speakers/workshops to enhance pupil understanding and share their experiences and insights.</p>
<p>How are pupils informally and formally assessed?</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 we assess pupils' progress. This is also noted through the Departments assessment templates where assessment occurs through 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><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>		
<p>Useful e-Learning Resources (e.g., web links)</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 further enhance their skills.</p>		
<p>Equipment for lessons</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>		
<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. Popular clubs like "Discovering Photography" are very popular amongst Key Stage 3 pupils. External Art workshops, artist in residencies and National Poster Competitions are promoted.</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 pupils.</p>		

Within the class-room we aim to develop pupils with transferable skills they can take out into the world:

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

Head of Department and email contact

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Head of Department
Art, Design and Technology

Computing Science

Pupils receive 2 lessons of Computing each fortnight.

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

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

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

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Using computers safely, effectively and responsibly	Autumn term 1	https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/ https://www.childnet.com/ https://www.thinkuknow.co.uk/ Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	The unit is considered a responsible and essential component of digital literacy. It's crucial we equip pupils with the knowledge and skills to navigate the online world safely. Pupils will explore: <ul style="list-style-type: none"> • Real-life scenarios • Age-appropriate content • Ethical considerations • Critical evaluation • Online tools • Collaboration • Open dialogue
Computer Systems	Autumn term 2	https://www.bbc.co.uk/bitesize/topics/zmpsgk7 https://www.youtube.com/watch?v=Nsk1gS0j2I Wider reading resources and keywords will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be able to apply their knowledge by working in projects that involve both hardware and software components. For example, building a robot that requires programming and hardware integration. Understanding the synergy between hardware and software can inspire entrepreneurial thinking. Pupils may identify opportunities to create tech-based start-ups or innovate within existing industries.
Introduction to Python	Spring term 1	https://www.python.org/about/gettingstarted/ https://www.w3schools.com/python/ https://www.dataquest.io/blog/learn-python-the-right-way/	Python is a highly relevant and in-demand programming language in various industries, including web development, data science, artificial intelligence, and scientific research. Teaching Python early provides pupils with a valuable skill set that aligns with current and future job opportunities. Python is known for its clear and readable syntax, making it an excellent

			choice for teaching coding to beginners. This early exposure helps pupils become coding literate and comfortable with programming concepts.
HTML and Website development	Spring term 2 – Summer term 1	https://codedragon.org/	Equips pupils with essential digital skills, fosters creativity and problem-solving abilities, and provides a strong foundation for future learning in the field of web development and computer science. It also helps pupils understand the broader implications of technology in society and encourages them to become responsible digital citizens.
Flowol	Summer term 2	https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3	Understanding flow charts lays the groundwork for learning programming languages. Many programming languages like Python or JavaScript, rely on algorithmic thinking and pupils who are familiar with flowcharts will have an easier time transitioning to coding in later Years.

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/
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.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Introduction to Dance	Autumn Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to the technical skills in dance and how they can be used to create choreography: <ul style="list-style-type: none"> • Action • Space • Dynamics • Relationships • Rehearsal skills and discipline
Working with a stimulus	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 understand the foundations of choreography and how it is created and the intentions behind different stimuli: <ul style="list-style-type: none"> • Stimulus • Choreographic intention • ASDR • Rehearsal skills
World Dance	Spring term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced to different dance styles from around the world and learn different stylistic features from different cultural dances. <ul style="list-style-type: none"> • Performance skills • Stylistic features • Rehearsal skills • Projection • Energy • Musicality
Performing Arts Musicals Project: The Lion King	Spring 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 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"> • Performance skills • Skills of a musical theatre performer • ASDR • Rehearsal skills

			• Choreographic tools
A Linha Curva	Summer Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as: <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment
Nutcracker!	Summer 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 develop analytical skills and learn how to appreciate professional work and discuss the choreographic intentions and how it is shown through the constituent features such as: <ul style="list-style-type: none"> • Costume • Set • Lighting • Movement analysis • Accompaniment

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/watch?v=vD-LFksC1Nc https://www.youtube.com/watch?v=YqY1e-iCRdo https://www.youtube.com/watch?v=-ofM_1rPB5I
Equipment for lessons	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.
Enrichment activities	Year 7 and 8 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
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Drama

Pupils receive 2 lessons of Drama each fortnight.

In Drama, pupils are introduced to the fundamental skills and techniques of Drama including vocal and physical skills, rehearsal and creation techniques and elements of technical theatre. Through a range of different topics and scenarios, pupils will learn how to apply these skills to exploration, rehearsal, and performance. At the end of each topic, pupils will create a performance in which they apply the skills they have developed, which will be shared with and evaluated by their class. Alongside the skills of performance creation, development and evaluation, pupils will have the opportunity to develop a number of transferable skills that are vital in developing 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
Socialisation Exercises/Mime	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 mime and the basic physical and vocal skills needed to devise a mime scene. <ul style="list-style-type: none"> • Story telling • Introduction to vocal skills • Introduction to physical skills • Mime skills
The Disappearance	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 to a different genre of drama; mystery. Pupils will be lead investigators with a case in which they solve through devising small scenes. <p>Pupils will be introduced to characterisation and how to analyse and study a character feature in order to perform.</p> <ul style="list-style-type: none"> • Story telling • Improvisation • Vocal skills • Physical skills • Characterisation
Refugee Boy	Spring Term 1	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be working with their first scripted performance. <p>Pupils will be expected to learn and analyse a script to perform with the stimulus of 'bullying'. Pupils will explore their literacy, vocal and physical skills.</p> <ul style="list-style-type: none"> • Stimulus • Working with text/script • Characterisation • Vocal skills • Physical skills • Flashbacks • Tension

Performing Arts Musicals Project	Spring 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 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"> • Appreciation • Characterisation/Animalistic movement • Script writing • Vocal skills • Physical skills • Physical theatre
Macbeth Directing and Design	Summer Term 1 and 2	Promoting literacy through: <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Self and peer feedback using key terms • Termly target setting 	Pupils will be introduced into how to devise a scene in Drama using the stimulus Macbeth. Pupils will be challenged in their role as a director and designer and weekly pupils will be given the opportunity to direct their group and give feedback to their peers. <ul style="list-style-type: none"> • Stimulus • Working with text/script • Characterisation • Vocal skills • Physical skills
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/watch?v=vD-LFksC1Nc https://www.youtube.com/watch?v=YqY1e-iCRdo https://www.youtube.com/watch?v=-ofM_1rPB5I		
Equipment for lessons	Dance kit (Wanstead PE Kit) Black pen, green pen, pencil, rubber, ruler, highlighter.		
Enrichment activities	Year 7 and 8 Dance Company Key Stage 3 London Youth Games Team Dance competitions Annual dance show		

	Theatre trips
Careers curriculum	<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>
Head of Department and email contact	<p>Ms R Walker r.walker@wansteadhigh.co.uk</p>

English

In Year 7, 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
Childhood	Term 1	<ul style="list-style-type: none"> • Myths and Legends from around the world • Poetry week • Childhood poetry • Dickens – 'Oliver' • Autobiography – 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 tasks

Extraordinary Experiences	Term 2	<ul style="list-style-type: none"> • Non-fiction – Explorers • Short story competition (Redbridge) • Class novel • ‘Frankenstein’ – play version • Reading projects 	<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
Love and Relationships	Term 3	<ul style="list-style-type: none"> • ‘Romeo and Juliet’ • Love poetry • Literary Shorts – short stories • Preparation for end of year assessment • 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 https://www.bl.uk/ https://www.shakespearesglobe.com/ 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 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

Presentation	Design	Investigative
Evaluation	Planning	Analytical

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<ul style="list-style-type: none"> • Health and Safety. • Where food comes from. • Basic practical skills. 	<p>During a 10-week block of lessons.</p>	<p>New vocabulary and subject specific key words.</p> <p>Equipment: - such as dredger and fish slice.</p>	<p>Year 7 will start at Wanstead with very different base levels in their previous experiences however there will always be occasions when our pupils are stretched.</p> <p>In Year 7 this will include their Independent Learning Assignment (ILA) which asks pupils to justify their point of views surrounding an over reliance on imported fresh foods.</p> <p>In practical lessons pupils will be encouraged towards the end of the rotation to complete a dish without a demonstration, testing their skills in independent learning and problem solving.</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 the importance of sustainability.
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 mailto:a.yiacoumi@wansteadhigh.co.uk

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 for 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	Reading list and Literacy focus	Where the curriculum is ambitious
Environmental Geography An investigation of the natural world with a focus on significant biomes and the issue of climate change.	September - December	Progress in Geography Key Stage 3, D. Gardner, et al. 9781510428003 <u>Nelson Key Geography Foundations</u> , D. Waugh. 9781408523162	The teaching of this unit will involve the use of some complex terminology which it is hoped that pupils will begin to develop some confidence in using. Data handling and presentation skills are taught within this unit which will likely be unfamiliar to Year 7 pupils. The end of unit formal assessment is written in a GCSE style.
Geography of the African Continent A regional geographical of the African continent looking at both the physical and human geographies of this diverse landmass.	January - March	Across all unit’s geographical terminology will be used with the expectation that pupils use this within their written work and in formal assessments.	Atlas skills are taught within this unit with a particular focus on the use of latitude and longitude. Interpretation of images, data and text relating to the geography of the African continent will be a feature of this unit. The end of unit assessment is written in a GCSE style.
Greenwich fieldwork	March/April		Developing fieldwork skills whilst developing a knowledge of our home city, London.
Physical Landscapes (1) This unit will focus on rivers as a natural feature of the landscape and karst sceneries.	May - July	Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	A range of complex subject terminology will be used throughout the teaching of this unit which it is hoped pupils will begin to develop their confidence in using. A variety of geographical skills will be used in this unit which may take some time to master. The end of unit assessment is written in a GCSE style.

How are pupils informally and formally assessed?

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>Developing Independent and Home Learning Skills</p>	<p>All lesson materials are posted onto the Google Classroom following each lesson or completion of content.</p> <p>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>Year 7 pupils will have the opportunity to participate in a day’s fieldwork activity at the start of the Summer Term where they will have the opportunity to undertake a geographical enquiry.</p> <p>Meteorological Club (after school) in room NB1 with Mr Smith.</p> <p>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 teaches useful life skills. Pupils learn how to model a range of V-folds, parallelogram and a diagonal and square box paper mechanism. In addition, pupils learn Typography in terms of how to analyse the parts of letters and the difference between serif and San serif fonts. This allows the pupils freedom of expression and the ability to create original and imaginative outcomes.

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Work of others: Robert Sabuda Paper engineering modelling <ul style="list-style-type: none"> • Typography 	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed non-examination assessment (NEA) style project.
<ul style="list-style-type: none"> • Safe operation of the creasing machine and scoring boards 		Evaluation writing	
<ul style="list-style-type: none"> • Pupils work with paper mechanism 			

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)	https://www.youtube.com/watch?v=vpJmTSAIHeQ https://technologystudent.com/designpro/popup1.htm https://technologystudent.com/despro_flsh/instand2.html
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

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
Was the Roman invasion in AD43 a significant turning point?	Autumn 1	Significance "Eagle of the Ninth" –Rosemary Sutcliffe Lyndsey Davis series on Marcus Falco, eg" The Silver Pigs	Wide variety of texts, topic choice
How significant was the Norman Conquest in 1066?	Autumn 2	Change and continuity "The White Queen" Philippa Gregory "Romola" George Eliot	Independent research and home learning tasks
What was everyday life like in the Middle Ages?	Spring 1	Cause & consequence "The Pillars of the Earth" Ken Follett. "Sarum: The Novel of England" Edward Rutherford.	Bottom-up history
How and why did Islamic Civilisations develop by the 13 th century?	Spring 2	Evidence/utility "1001 Nights" "Daily life in the Islamic Golden Age" Don Nardo	Comparison of development of two societies
How had the world changed by the end of the Middle Ages?	Summer 1	Interpretation "Murder in the Cathedral" T.S. Eliot "Matrix" Lauren Groff	Global overview, including factors for change

How far does Wanstead's history reflect Britain's history?	Summer 2	Significance "The Angel and the Cad" Geraldine Roberts	Local history study, including out of class learning
How are pupils informally and formally assessed?	<ul style="list-style-type: none"> • A formative assessment every half term focusing on both knowledge and skills, as well as literacy 		
Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • History workbook, Black pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator, glue stick. 		
Enrichment activities	<ul style="list-style-type: none"> • 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 7 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"> • 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

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	Reading list and Literacy focus	Where the curriculum is ambitious
Languages: French and Spanish Module 1: Introducing yourself Module 2: Describing school life Module 3: Hobbies and free time Module 4: Describing other people- family and friends Module 5: Describe surroundings and where you live. Consolidation of modules 1-5 All units cover reading, writing, listening and speaking skills.	Half Term 1	<ul style="list-style-type: none"> • Choral repetition is key focus of our lessons • Encourage use of target language from all pupils in lessons 	<ul style="list-style-type: none"> • Additional words offered to immerse pupils in a broader linguistic context. • Using authentic target language resources.
	Half Term 2	<ul style="list-style-type: none"> • Topic specific knowledge organiser vocabulary list 	<ul style="list-style-type: none"> • Opportunity for enquiry during flipped learning.
	Half Term 3	<ul style="list-style-type: none"> • Gaston Marechaux revision skills 	<ul style="list-style-type: none"> • Links to higher Key Stage 3 and Key Stage 4 skills and knowledge.
	Half Term 4	<ul style="list-style-type: none"> • Reading comprehension on 'Noel traditionnel' 	<ul style="list-style-type: none"> • Improve knowledge of French and Spanish culture through music and media.
	Half Term 5	<ul style="list-style-type: none"> • Research skills • Léopold Sédar Senghor - poetry 	<ul style="list-style-type: none"> • Broadening knowledge base via teaching complex grammar alongside subject specific vocabulary.
	Half Term 6		<ul style="list-style-type: none"> • Comprehension of spoken and written target language. • Opportunities to research linked topics.

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 BBC bitesize
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
Musical Foundations	Autumn Half term 1	https://www.wikihow.com/Read-Music	We aim for all pupils to perform material that challenges their current level of facility on the keyboard or piano.
Instruments and Timbre	Autumn Half term 2 - Spring half term 1	https://www.orsymphony.org/learning-community/instruments	Pupils will all be expected to perform more difficult melodic material, involving a wider range of notes and variety of rhythms.
Composition 1: Suspense Scene	Spring half term 2	https://www.youtube.com/watch?v=l2m1h0ALpY4&ab_channel=MrSnoozelBackgroundMusicforVideos	All pupils will be expected to create effective and contrasting textures, with some developing these ideas successfully and using dynamics.
Chords and Chord Sequences	Summer half term 1	https://www.wikihow.com/Play-Major-Chords-on-a-Keyboard https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords	All pupils will be expected to play 'hands-together' on the keyboard for this assessment. Pupils with more experience playing the piano should learn the more challenging version of the performance and/or learn other sections of the song.
Composition 2: Taking Rhythm Further	Summer half term 2	https://www.youtube.com/watch?v=YbE7jf_Hp5w&list=PL7BU5Full66M2DsF5grHKkxY4uycPNRBr&ab_channel=gd73 https://www.youtube.com/watch?v=mlyJHC4DWU4&ab_channel=PccFreeSpace	Pupils will be expected to read and perform more complicated rhythms and use these in their composition.

How are pupils informally and formally assessed?	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.
Developing Independent and Home Learning Skills	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.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://visionrcl.org.uk/centre/redbridge-music-service/ https://www.suffolkmusichub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources
Equipment for lessons	Black or blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, glue stick. All other equipment is provided in school.
Enrichment activities	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.
Careers curriculum	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.
Head of Department and email contact	Mr I Sweet i.sweet@wansteadhigh.co.uk

Physical Education

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

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<p>In Year 7 units of study build on the fundamental movement skills learned in primary school. Teachers will create a safe environment that facilitates personal development. 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.</p> <p>At Wanstead High School we offer aesthetic activities, racket games, invasion sports, striking and fielding, outdoor and adventurous and 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>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 the end of each term that will assess theoretical content that has been covered in the lessons.</p>		
<p>Useful e-Learning Resources (e.g., web links)</p>	<p>https://www.bbc.co.uk/sport https://www.bbc.co.uk/bitesize/examspecs/zp49cwx (to develop GCSE content)</p>		
<p>Equipment for lessons</p>	<p>Wanstead High School PE Kit, trainers, football boots (if required)</p>		

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 on 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
Ultimate Questions What is Religion and Philosophy and looking at Ultimate Questions, such as: Is there a god? What happens after we die? Does evil disprove God and do we have a soul?	Term 1	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 which links to further units across Key Stage 3. Scope for debate and which it is hoped pupils will begin to develop their confidence in doing. A variety of skills will be used in this unit which may take some time to master.
Christianity We recap the basics of Christianity from Key Stage 2 and study in more depth topics such as: Temptations, Miracles, Parables and Death and Resurrection how Jesus' teachings can be applied today.	Term 2	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.	Extension of tasks and relevance of Ultimate Questions today to be applied to Christianity and links to denominations of Christianity.
Islam- We recap/ study the basics of Islam, and study in more depth topics such as 'Pre-Islamic Arabia, Revelation of the Qur'an, life examples of Prophet Muhammad and the death of the Prophet Muhammad	Term 3	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.	Extension of tasks and relevance of Ultimate Questions today to be applied to Islam.

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 Resistant Materials each fortnight for 10 weeks.

Resistant Materials teaches useful life skills.

Pupils learn about safe working procedures in a workshop. In addition, pupils learn how to select the appropriate hand tools, machine power tools and manufacturing techniques in order to realise a quality product outcome.

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' confidence in their practical skills increases as they are encouraged to use a range of different hand tools, machines, power tools and processes, and to evaluate each outcome, in order to realise a quality prototype product outcome.

Resistant Materials encourages pupils to enjoy and develop the following practical skills:

Use of saws - coping saw, fret saw/scroll saw/use of a pillar drill

Use of sanders – Belt, Bobbin and Disc sanders. Apply a surface finish technique to resistant material

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Different types of natural timbers and manufactured boards	10-week block of lessons	Learning and using key subject vocabulary	Pupils complete a condensed non-examined assessment (NEA) style project.
How to safely use hand tools		Evaluative writing	
How to safely operate machine powered tools			
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)	https://technologystudent.com/equip1/coping1.htm https://technologystudent.com/equip1/macdr11.htm https://technologystudent.com/equip1/fretsw1.htm		
Equipment for lessons	Blue or black pen, HB pencil, green pen, ruler, rubber, sharpener and colouring pencils.		
Enrichment activities	Extra-curricular clubs and competitions throughout the year		
Careers curriculum	Careers talks		
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk		

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
Cells, tissues and organs, the particle model, current and electricity, Sexual reproduction in animals.	Term 1	Use the key words from exploring science. Lab safety and introduction to equipment: "Safe Lab: Schools" by Terry J. McGenity Cells, tissues and organs: "Cells Are Us" by Fran Balkwill and Mic Rolph Energy: "Energy: 25 Projects Investigate Why We Need Power & How We Get It" by Kathleen M. Reilly	Lab Safety and Introduction to Equipment: Challenge pupils with advanced lab simulations that require problem-solving under pressure. Cells, Tissues and Organs: Introduce cutting-edge biotechnology applications and their impact on medicine. Energy: Explore emerging renewable energy technologies and their global impact.
7G The Particle model, 7E Mixtures and separation	Term 2	Use the key words from exploring science. The Particle model: "Stuff Matters: Exploring the Marvellous Materials That Shape Our Man-Made World" by Mark Miodownik Mixtures and separation: "George's Secret Key to the Universe" by Lucy and Stephen Hawking	The Particle Model: Extend to nanotechnology and its applications in new materials. Mixtures and Separation: Engage in complex separation techniques used in pharmaceuticals.
7J Current and electricity, 7C Muscles and bones	Term 3	Use the key words from exploring science. Current and electricity: "Oscar and the Bird: A Book about Electricity" by Geoff Waring Muscles and bones: "Bones: Skeletons and How They Work" by Steve Jenkins	Current and Electricity: Experiment with circuit designs that solve real-world problems. Muscles and Bones: Discuss bioengineering and prosthetics.

7K Forces, 7F Acids and alkalis	Term 4	Use the key words from exploring science. Forces: "Forces and Motion: From Push to Shove" by Paul Fleisher Acids and alkalis: "The Dynamic World of Chemical Reactions with Max Axiom, Super Scientist" by Agnieszka Biskup	Forces: Investigate applications in vehicle safety and sports physics. Acids and Alkalis: Explore pH in environmental contexts.
7D Ecosystems, 7H Atoms, elements and molecules	Term 5	Use the key words from exploring science. Ecosystems: "The Magic School Bus on the Ocean Floor" by Joanna Cole Atoms, elements, and molecules: "The Adventures of Adam the Atom" by Casey Waid	Ecosystems: Engage with biodiversity projects and conservation strategies. Atoms, Elements, and Molecules: Explore molecular modelling and chemical bonding.
7L Sound, 7B Sexual reproduction in animals	Term 6	Use the key words from exploring science. Sound: "Sound: Loud, Soft, High, and Low" by Natalie M. Rosinsky Sexual reproduction in animals: "It's Not the Stork! A Book About Girls, Boys, Babies, Bodies, Families and Friends" by Robie H. Harris	Sound: Study sound engineering and its applications in music and film. Sexual Reproduction in Animals: Discuss cloning and reproductive technologies.

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
Pupils master a range of Embroidery stitches. Thread a needle and tie a knot.	Pupils cover Textiles as part of a 10-week rotation.	Learning and using Key subject vocabulary.	Pupils complete a condensed non-examined assessment (NEA) style project.
Sewing machine skills. Pupils learn to operate the sewing machine safely. They learn to use the reverse button as well as learn to sew in a straight line, curves and corners.		Evaluative writing.	Pupils will be encouraged to expand on their skills taught by learning embroidery and fabric manipulation. This will challenge them to explore new techniques and develop their technical abilities.
Pupils take inspiration from the work of past designers and product case design ideas. Pupils work with fleece and felt to make an electronic device cover. They produce a plain open seams and hem. Attaching a button is taught. Using the vocabulary learnt during the 15 lessons pupils write an evaluation.		Key words foot pedal presser foot seam seam allowance un-picker applique tacking	Pupils will be encouraged to pursue and develop their own style through their product brief. This will foster a sense of ownership and passion for the subject as well as develop pupils independent learning skills. Pupils will be encouraged to think critically and creatively when approaching their design challenges, promoting problem solving skills and innovation.

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 competitions throughout the year.

Careers curriculum Careers talks from local designers.

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Head of Department
Art, Design and Technology