

Wanstead High School



Year 7
Curriculum Booklet
2023 -24

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Art & Design

Pupils receive 2 lessons of Art and Design each fortnight.

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

Art & Design inspires pupils to develop Education with Character 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	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils in year 7 will be introduced to the Formal Elements. Pupils are taught a range of foundational skills and concepts.</p> <ul style="list-style-type: none"> • They learn about different drawing tools and techniques • Line-drawing • Cross-hatching • Blending/Shading • Drawing simple objects and still-life 	<p>Autumn Term 1</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Tone • Texture • Line • Depth • Space • Colour • Form • Shape 	<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 challenge 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> <ul style="list-style-type: none"> -Incorporating Artists from different backgrounds, cultures and identities. -Offering pupils, a wide range of materials to explore both 2D/3D, allowing pupils to experiment and discover their own artistic voice.

How are pupils informally and formally assessed?	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 pupil's progress. This is also noted through the depts. assessment templates where assessment occurs through self, peer and teacher feedback. Formal assessments will take place at the end of each termly project by means of an exam style assessment.
Developing Independent and Home Learning Skills	<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. Google Classroom/working from home, allows pupils greater autonomy as well as contributing to lessons or submitting work.</i>
Useful e-Learning Resources (e.g., web links)	There are a number of useful links to support pupils: YouTube, Pinterest and Artsy, where you can learn, tutorial, demo, as well as stay up to date with current exhibitions and shows. We also encourage pupils where possible to practice on digital platforms such as Photoshop, Adobe illustrator and Pro Create to further enhance their skills.
Equipment for lessons	All pupils are expected to bring to lessons basic equipment, E.g., 2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils 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.
Enrichment activities	An annual trip to a gallery/museum or location trip/enrichment is arranged each year. Popular clubs like "Discovering Photography" is very popular amongst KS3 pupils. External Art workshops, artist in residencies and National Poster Competitions are promoted.
Careers curriculum	There are a wide variety of jobs available in the field of art, ranging from traditional fine arts to more modern digital media. Trips to industry and outside speakers who specialise in the field are invited to deliver insightful programmes as well as running workshops to engage and stimulate pupils. Within the class-room we aim to develop pupils with transferable skills they can take out into the world: <ul style="list-style-type: none"> • 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 and Technology

Computing

Pupils receive 2 lessons of Computing each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
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
Scratch Programming	Autumn term 2	https://scratch.mit.edu/ https://en.scratch-wiki.info/wiki/Scratch_Terms_Glossary	This unit will introduce pupils to programming and computational thinking. Pupils will be challenged from tackling complex projects to understanding concepts of coding and problem solving.
Micro-bits	Spring term 1	https://makecode.microbit.org/	This unit develop a strong foundation in STEM (Science, Technology, Engineering and Mathematics) subjects from an early age. This ambitious approach helps pupils build essential skills for future STEM related careers. As automation and technology continue to shape the workforce, pupils who are proficient in coding and digital skills will be better prepared for the job market. This unit will help pupils develop skills that are in high demand and can set them on a path toward success in the future.
HTML and Website development	Spring term 2	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 1	https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3	Understanding flowcharts 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. All lessons will have assignment for self-assessment with quizzes on Google Classroom. Pupils will test their knowledge and understanding independently and will be provided with immediate feedback. Pupils are encouraged to tackle problem solving exercises independently before seeking assistance. Homework is set and marked on Google Classroom.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f https://code.org/
Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils.
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	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 ● Review lesson: reflective written assignment questions ● 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 ● Review lesson: reflective written assignment questions ● 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 ● 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
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?	<p>Pupils are continually assessed throughout their lessons to ensure understanding and progress towards their target grade. Key assessments will be in line with the whole school assessment schedule for Key Stage 3. Each half term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.</p>
Developing Independent and Home Learning Skills	<p>Google classroom:</p> <p>Each term all lessons and classroom tasks are posted onto the google classroom including videos of the teacher taught motif alongside music used for the assessment. Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<ul style="list-style-type: none"> ● https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary ● https://www.youtube.com/watch?v=21CR01rlmv4&t=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) 2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils.
Enrichment activities	Year 7 and 8 Dance Company (Tuesday lunchtime) Key Stage 3 London Youth Games Team (Friday after school) Grease The Musical (Auditions in September and show in February) 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 Gullefer r.gullefer@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 pupil's skills in empathy, confidence and team working.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
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 have solve through devising small scenes. Pupils will be introduced to characterisation and how to analyse and study a characters features in order to perform. <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 ● Review lesson: reflective written assignment questions ● Termly target setting 	Pupils will be working with their first scripted performance. 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. <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	Summer 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 into how to devise a scene in drama using the stimulus Macbeth. Pupils will be challenged in their role as a director 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
Puppetry and Greek Gods	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 create a puppet inspired by a Greek God of their choice. Pupils will be introduced to the art of puppetry, how to devise using physical and vocal skills to show their character and the storyline. <ul style="list-style-type: none"> ● Stimulus ● Puppetry ● 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 KS3. Each half term pupils will perform their work in a formal assessment demonstrating skills taught over the term. The teacher then marks each pupil using the assessment criteria. Each full-term pupils will complete a review lesson, where they watch back their practical assessment and write a reflective paragraph.
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Developing Independent and Home Learning Skills	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.
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Useful e-Learning Resources (e.g., web links)	<ul style="list-style-type: none"> ● https://www.bbc.co.uk/bitesize/subjects/zbckjxs ● https://www.youtube.com/watch?v=Z1fmPuhUS3Ahttps://www.youtub e.com/watch?v=wYELGBK5Abc ● https://www.youtube.com/watch?v=hxQY3Vi_COg&t=495s
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Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils. Props and costume if necessary
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Enrichment activities	Key Stage 3 Drama Club Grease The Musical (Auditions in September and show in February) Theatre Trips
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Careers curriculum	Studying Drama gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork, analysing and appreciating professional work. Further career opportunities would include: Actor, Director, Stage Combat artist, Screen writer, Casting Director, journalist, drama instructor/teacher, personal trainer, videographer, community arts worker/leader and artistic director.
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Head of Department	Ms R. Gullefer r.gullefer@wansteadhigh.co.uk
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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 theater visits.

Skills that we develop during English lessons:

Reading Skills:

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

Writing Skills:

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

Speaking and listening skills:

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

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Childhood	Autumn 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 e.g., Frankenstein and Victorian Poetry • Stretch and challenge tasks every lesson- these will be clearly highlighted on PowerPoints • Leadership opportunities (during discussions and groupwork)- teachers will select opportunities to do this when appropriate to the learning • Ambitious success criteria for writing tasks- these will be shared during the learning of
Extraordinary Experiences	Spring Term 2	<ul style="list-style-type: none"> • Non-fiction – Explorers • Short story competition (Redbridge) • Class novel • 'Frankenstein' – play version • Reading projects 	

<p>Love and Relationships</p>	<p>Summer Term 3</p>	<ul style="list-style-type: none"> • 'Romeo and Juliet' • Love poetry • Literary Shorts – short stories • Preparation for end of year assessment • Reading projects 	<p>units/topics and also mirror what is on their feedback sheets</p> <ul style="list-style-type: none"> • Suggested reading lists for wider reading- these will be shared with pupils via Google classroom • Independent research tasks- these are part of the repertoire of homework tasks set to pupils • Presentations in front of peers- there will be several opportunities to do this throughout the year, including the • Links made to GCSE demands to push pupils • Opportunity to perform poetry/drama
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<p>How are pupils informally and formally assessed?</p>	<p>Assessments are at the end of every topic, matching the appropriate challenge week throughout the year:</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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<p>Developing Independent and Home Learning Skills</p>	<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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<p>Useful e-Learning Resources (e.g., web links)</p>	<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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<p>Equipment for lessons</p>	<ul style="list-style-type: none"> • 2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils.
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<p>Enrichment activities</p>	<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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<p>Careers curriculum</p>	<p>We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)</p>
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<p>Head of Department and email contact</p>	<p>Ms A. Malik (HoD) a.malik@wansteadhighschool.co.uk</p> <p>Ms C. Gorczak (KS3 Co-Ordinator) c.gorczak@wansteadhighschool.co.uk</p>
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Food & 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:

Design	Investigative
Planning	Analytical
Presentation	
Evaluation	

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
-Health and Safety. -Where food comes from. -Basic practical skills.	During a 10-week block of lessons.	New Terminologies/ subject specific key words. Equipment: - such as dredger and fish slice.	In Year 7 this will include their Independent Learning Assignment which asks pupils to <i>justify</i> their point of views surrounding an over reliance on imported fresh foods. 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.

How are pupils informally and formally assessed?	Independent Learning Assignments, end of rotation tests, class contribution, practical work.
Developing Independent and Home Learning Skills	Independent Learning Assignment 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	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.
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
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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 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: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, using evidence, map reading and interpretation.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Environmental Geography An investigation of the natural world with a focus on significant biomes and the issue of climate change.	September - December	<u>Progress in Geography Key Stage 3,</u> D. Gardner, et al. 9781510428003 <u>Nelson Key Geography Foundations,</u> D. Waugh. 9781408523162 Across all unit’s geographical terminology will be used with the expectation that pupils use this within their written work and in formal assessments.	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.
Africa A regional geographical of the African continent looking at both the physical and human geographies of this diverse landmass.	January - April	Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	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.
Physical Landscapes (1) This unit will focus on rivers as a natural feature of the landscape and karst sceneries.	May - July		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.	
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Developing Independent and Home Learning Skills	All lesson materials are posted onto 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 that each stage of learning or to prepare pupils for the next stage of their learning journey.	<i>Including how Google Classroom is used</i>
Useful e-Learning Resources (e.g., web links)	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	
Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons, colour pencils are useful.	
Enrichment activities	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. Meteorological Club (after school) in room NB1 with Mr Smith. Key Stage 3 homework support and further study each week after school.	
Careers curriculum	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, social researcher.	
Head of Department and email contact	Mr D Leftwich FRGS d.leftwich@wansteadhigh.co.uk	

Graphics

Pupils receive 3 hours of lessons of Graphics each fortnight for a period of 10 weeks in an academic year, as part of the KS3 Technology carousel with Food, Textiles and Resistant Materials.

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
<ul style="list-style-type: none"> Work of others: <i>Robert Sabuda</i> Paper engineering modelling/ Pupils work with paper mechanism Typography Safe operation of the creasing machine Safe operation of a scoring boards 	In their respective 10-week period of Graphics on the Technology carousel, i.e., <ul style="list-style-type: none"> the first 10-week rotation, or the second 10-week rotation, or the third 10-week rotation, or the fourth 10-week rotation 	Learning and using Key subject vocabulary <ul style="list-style-type: none"> Gutter crease Fold, cut, score lines measuring creasing tool scoring board Typography Font Serif & San Serif... 	The department sets high expectation on all learners regardless of ability. Provide an inclusive curriculum/all pupils have equal access. Aims to encourage pupils through practical skills to achieve, gain confidence and enjoy the experience of learning new skills and knowledge, for example, constructing and applying complex parallelogram pop-up mechanisms and or magic box pop up mechanisms. Working with new tools and techniques. Pupils will be challenged to think more creatively as they move into years 8 and 9

How are pupils informally and formally assessed?	Pupils receive formative feedback from our dept bank/templates. We make use of a range of peer/ self and teacher assessment in order to allow pupils to reflect on their design, practical and evaluation work. Pupils will have mid-term assessment at three points in the school year.
Developing Independent and Home Learning Skills	<i>Google Classroom will be updated each rotation with all the resources used in class. An Independent Learning Assignment (ILA) will be set for pupils each term.</i>
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	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons and colouring pencils.
Enrichment activities	Extracurricular clubs
Careers curriculum	Careers posters: provides a foundation for those considering further study, or a career in Typography, Pop-up Book Designer/Maker, Storyboard artist.

Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@Wansteadhigh.co.uk
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History

Pupils receive 3 lessons of History each fortnight.

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

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

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

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

Other skills developed in history are:

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

What is taught	When is it taught	Concept focus and wider reading	Where the curriculum is ambitious
Was the Roman invasion in AD43 a significant turning point?	Autumn Term 1	Significance "Eagle of the Ninth" – Rosemary Sutcliffe Lyndsey Davis series on Marcus Falco, e.g., "The Silver Pigs"	Wide variety of texts, topic choice → specific links to A Level Classical civilisation in choice of content and source materials.
How significant was the Norman Conquest in 1066?	Autumn Term 2	Change and continuity "The White Queen" Philippa Gregory "Romola" George Eliot	Independent research and home learning tasks → use of latest historiography on the Battle of Hastings and the Bayeux tapestry in lessons; primary and secondary source materials to be used and discussed in class.
What was everyday life like in the Middle Ages?	Spring Term 1	Cause & consequence "The Pillars of the Earth" Ken Follett. "Sarum: The Novel of England" Edward Rutherfurd.	Bottom-up history → use of the most recent historical research in this area in class; historiography adapted to yr7 pupils.
How and why did Islamic Civilisations develop by the 13 th century?	Spring Term 2	Evidence/utility "1001 Nights" "Daily life in the Islamic Golden Age" Don Nardo	Comparison of development of two societies → topic choice, materials, and Assessment

			Objectives used in the International Baccalaureate Middle Years (IBMY) programme.
How had the world changed by the end of the Middle Ages?	Summer Term 1	Interpretation "Murder in the Cathedral" T.S. Eliot "Matrix" Lauren Groff	Global overview, including factors for change → links to GCSE history and thematic approach; wide range of primary written sources analysed.
How far does Wanstead's history reflect Britain's history?	Summer Term 2	Significance "The Angel and the Cad" Geraldine Roberts	Local history study, including out of class learning → wide range of primary materials used and analysed; visit to the Redbridge Museum.

How are pupils informally and formally assessed?	A formative assessment every ½ term focusing on <i>both</i> knowledge and skills, as well as literacy
Developing Independent and Home Learning Skills	<i>Bi-weekly homework set and marked on google classroom</i>
Useful e-Learning Resources (e.g., web links)	BBC bitesize, schoolhistory.co.uk, british-history.ac.uk, Oak National Academy, keystonehistory.co.uk

Equipment for lessons	Exercise book, booklet, 2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Wide variety of out of lesson activities and clubs
Careers curriculum	Examples link to: Archaeologist, historian, translator, travel writer

Head of Department and email contact	Mr P. Chartorizhsky p.chartorizhsky@wansteadhigh.co.uk
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Mathematics

Pupils receive 7 lessons of Mathematics each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus
Order of operations, Algebraic notation & substitution, Percentages and fractions, Probability	Autumn 1	Key mathematical words and phrases will be taught within lessons such as: <ul style="list-style-type: none"> • Term • Expression • Factorising • Mean • Mode • Median • Difference • Sum • Degrees • Clockwise • Solution • Set • Scale • Dimension • Data
Transformations, Types of numbers Expanding and simplifying brackets.	Autumn 2	
Analysing data, Area, Rounding and estimating.	Spring 1	
Sequences, Angle reasoning, Dividing decimals	Spring 2	
Constructions, bearings and plans and elevations, Inequalities, Solving equations.	Summer 1	
Direct proportion, Volume of cuboids, Data handling cycle	Summer 2	

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

Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, and their books for timetabled lessons, scientific calculator (Casio fx-83). Compasses will be provided and pupils should not bring in their own for safeguarding reasons.
Enrichment activities	Weekly homework support club. UK Maths Challenge 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
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MFL French and Spanish

Pupils receive 3 lessons of French/Spanish each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
French: Describing self and others/greetings/school subjects/classroom/likes and dislikes/free time, sports and hobbies/Weather/Sports in Francophone countries/My family	Autumn 1 Autumn 2 Spring 1	Topic specific knowledge organiser and vocabulary list Gaston Marechaux revisionskills/ Reading comprehension on 'Noel traditionnel'	<ul style="list-style-type: none"> • Challenge tasks every lesson • Using authentic target language resources • Opportunity for enquiry during flipped learning • Links made to higher key stage 3 learning • Improve knowledge of French culture through music
Spanish: family/ Describing myself and others/greetings /Animals/ Numbers/ Spanish alphabet/ Hobbies/school subjects and opinions	Spring 2 Summer 1 Summer 2	Topic specific knowledge organiser and vocabulary list Revision skills Research skills Léopold Sédar Senghor -poetry	<ul style="list-style-type: none"> • Broadening knowledge base via teaching complex grammar alongside subject specific vocabulary • Comprehension of spoken and written target language • Opportunities to research linked topics • Improve knowledge of Spanish culture through music

How are pupils informally and formally assessed?	Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests
Developing Independent and Home Learning Skills	<i>All lessons posted on Google Classroom</i> <i>Homework set weekly. Research based homework. Project work</i>
Useful e-Learning Resources (e.g., web links)	Active teach pupil resources, www.memrise.com . www.languagesonline.org BBC bitesize
Equipment for lessons	2 Black/Blue ink pens/Green pen/Ruler/Pencil/Glue stick/Highlighters
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 (particularly keyboard) skills and to understand how the treble and bass clefs are used to record music in western staff notation. They will also develop their ability to describe the music that they hear using musical vocabulary.

What is taught	When is it taught (Terms or Half Terms)	Reading list and additional listening	Where the curriculum is ambitious
Musical Foundations	Autumn 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/piano.
Instruments and Timbre	Autumn 2 – Spring 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, including triplets and dotted rhythms.
Composition 1: Suspense Scene	Spring 2	https://www.youtube.com/watch?v=l2m1h0AlpY4&ab_channel=MrSnooze!BackgroundMusicforVideos	All pupils will be expected to create effective and contrasting textures, with some developing melodic ideas extensively and using dynamic contrast.
Chords and Chord Sequences	Summer 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 additional sections from 'This is Me' and/or learn it in the original key of D major.
Composition 2: Taking Rhythm Further	Summer 2	https://www.youtube.com/watch?v=YbE7jf_Hp5w&list=PL7BU5Fui166M2DsF5grHKkxY4uycPNRBr&ab_channel=gd73 https://www.youtube.com/watch?v=mlyJHC4DWU4&ab_channel=PccFreeSpace	Pupils will be expected to read and perform more complicated rhythm patterns and use these in their composition.

How are pupils informally and formally assessed?	Formative assessment takes place continually in music, with pupils receiving regular feedback on their performances and compositions in lessons and how these can be improved. Pupils are also formally assessed on either a performance or piece of composition work at the end of each scheme of work and the level achieved is communicated to pupils.
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/piano but all pupils have access to these in school before/after school and in most break and lunchtimes) and revision activities on reading the treble and bass clefs.

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.suffolkmusiclub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources
Equipment for lessons	Standard School Equipment List
Enrichment activities	These include choirs, jazz band, wind band, string orchestra, orchestra, steel pan group and choir. The music department also regularly stages musicals with the dance and drama departments.
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.
Curriculum Team Leader and email contact	Mr Ian Sweet i.sweet@wansteadhigh.co.uk

Physical Education

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

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Football Rugby Union (Tag) Netball Basketball Table Tennis Badminton Volleyball Fitness OAA Cricket Rounders Athletics Trampolining/gymnastics	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Theory focusses in practical lessons: Term 1: The structure & functions of the musculoskeletal system Term 2: The structure & functions of the cardio-respiratory system Term 3: The relationship between health & fitness Pupils will focus on 2 activities per half-term (6- or 7-week blocks) based on the programme of study and teaching areas.	Physical literacy: Running Jumping Throwing Catching Balance Co-ordination	Pupils are exposed to sport specific skills such as lay-up in basketball, swivel hips in trampolining and a low serve in badminton. Pupils then have the opportunity to practice and develop these in non-competitive situations.

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

Equipment for lessons	Wanstead High School PE Kit, trainers, football boots (if required) 2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.
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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 are creating links with local clubs in the area for example Eton Manor Rugby Club & Wanstead Cricket Club).
Careers curriculum	Pupils have links to resources on Google Classroom and staff make links to careers during PE lessons e.g., coaching, officiating & performance analysis.
Head of Department and email contact	Mr Matt Adams - m.adams@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	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?	Autumn Term	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> • Myths of the World- Tony Allen • Usborne Philosophy of Beginners 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 KS2 and study in more depth topics such as: Temptations, Miracles, Parables and death and Resurrection how Jesus' teachings can be applied today	Spring Term	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> • The Little History Of religion- Richard Holloway Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Extension of tasks and relevance of Ultimate questions today to be applied to Christianity/ Links to Denominations of Christianity.
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	Summer Term	Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments. Reading lists include: <ul style="list-style-type: none"> • Fight Back- A M Dassu • Once upon an Eid- S K Ali and Aisha Saeed 	Extension of tasks and relevance of Ultimate questions today to be applied to Islam.

		Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
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 Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.		
Useful e-Learning Resources (e.g., web links)	www.bbc.co.uk/religion www.truetube.co.uk		
Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.		
Enrichment activities	Trips to place of worship.		
Careers curriculum	<p>Studying Religion and Philosophy will help Pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker.</p> <p>Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.</p>		
Head of Department and email contact	Ms. Christofides E.Christofides@wansteadhigh.co.uk		

Resistant Materials

Pupils receive 3 hours of lessons of Resistant Materials each fortnight for a period of 10 weeks in an academic year, as part of the KS3 Technology carousel with Food, Textiles and Graphics

Pupils learn how 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 pupil to enjoy and develop the following practical skills:

Use of saws - coping saw and fret saw/scroll saw

Use of - 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	Reading list and Literacy focus	Where the curriculum is ambitious
<ul style="list-style-type: none"> Different types of natural timbers and manufactured boards How to safely use hand tools How to safely operate machine powered tools 	In their respective 10-week period of Resistant Materials on the Technology carousel, i.e., <ul style="list-style-type: none"> the first 10-week rotation, or the second 10-week rotation, or the third 10-week rotation, or the fourth 10-week rotation 	Learning and using Key subject vocabulary <ul style="list-style-type: none"> Draw filing Cross filing Template Marking out Waste Outline Shaping Insert 	The department sets high expectation on all learners regardless of ability. Provide an inclusive curriculum/all pupils have equal access. Aims to encourage pupils through practical skills to achieve, gain confidence and enjoy the experience of learning new skills and knowledge, e.g., safe use of the pillar drill and fretsaw machines. Working with many new tools and techniques. Pupils will be challenged to think more creatively as they move into years 8 and 9

How are pupils informally and formally assessed?	Independent Learning Assignments (ILA), end of rotation tests, class contribution, practical work
Developing Independent and Home Learning Skills	Independent Learning Assignments (ILA) to be completed each term.
Useful e-Learning Resources (e.g., web links)	https://technologystudent.com/equip1/coping1.htm https://technologystudent.com/equip1/macdr1.htm https://technologystudent.com/equip1/fretsw1.htm

Equipment for lessons	2 pens, 1 pencil, 1 Ruler, 1 Rubber, a Calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Extra-curricular clubs and competition throughout the year
Careers curriculum	Careers poster, provides a foundation for those considering further study, or a career in joinery and carpentry, skilled construction, product designer, and furniture designers etc.

Head of Department and email contact	Mr. Yiacoumi a.yiacoumi@Wansteadhigh.co.uk
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Science

Pupils receive 7 lessons of science each fortnight.

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

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

Skills developed in science are:

Scientific thinking skills by explaining every day and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments.

Experimental skills by applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments.

Analysis and evaluation skills such as interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Year 7: Cells, tissues and organs, the particle model, current and electricity, Sexual reproduction in animals.</p> <p>Year 8: Unicellular organism, the periodic table, light, food and nutrition, metals and their uses, fluids.</p> <p>Year 9: plants growth, reactivity, forces and motion, genetics and evolution, making materials, force fields and electromagnets.</p>	<p>Autumn term</p>	<p>The literacy focus this term will be on the discovery of scientific concepts and equipment.</p> <p>Year 7: History of the microscope: https://www.sciencelearn.org.nz/resources/1692-history-of-microscopy-timeline</p> <p>Year 8: History of the periodic table: https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/ztmrr2p</p> <p>Year 9: William Sturgeon and the Invention of the Electromagnet: https://www.thoughtco.com/who-invented-the-electromagnet-1991678#:~:text=British%20electrical%20engineer%20William%20Sturgeon,that%20electricity%20emitted%20magnetic%20waves.</p>	<p>Pupils in Year 7 and 8 will complete the CREST Bronze Award, which introduces pupils to project work empowering them to work like real scientists, technologists, engineers or mathematicians. Pupils will decide their own methodologies, encouraging independence and enquiry.</p> <p>Pupils in Years 7-9 will have the opportunity to carry out extra independent research on topics they have studied this term to enhance their knowledge of the topic and develop their thinking skills, enquiry skills as well as presentation skills.</p> <p>Research topics will include some current affairs: Having your say on some people who think we should get rid of zoos and only try to stop animals becoming extinct by protecting the areas in which they live.</p> <p>Should bodies in plague pits be disturbed?</p> <p>Having your say on whether experiments should be carried out on animals or humans.</p>

<p>Year 7: Atoms, elements and molecules, Forces, Muscles and bones, Mixtures and separation.</p> <p>Year 8: Breathing and respiration, Combustion, Energy transfers.</p> <p>Year 9: Transition topics in preparation for GCSE including: Disease Control systems of the body Ecology Ions Chemical equations Equilibria Fields in physics Cause and effect Models in physics</p>	<p>Spring term</p>	<p>The literacy focus this term will be on famous scientists.</p> <p>Year 7: How Marie Curie Brought X-Ray Machines to the Battlefield to look at bones: https://www.smithsonianmag.com/history/how-marie-curie-brought-x-ray-machines-to-battlefield-180965240/</p> <p>Year 8: Antoine Lavoisier and combustion: https://easyscienceforkids.com/antoine-lavoisier/</p> <p>Year 9: Einstein and waves: https://www.independent.co.uk/news/science/gravitational-waves-albert-einstein-science-discovery-of-century-explained-perfectly-in-one-paragraph-a6869091.html</p>	<p>Should Space tourists be allowed to take the risk to explore Mars.</p> <p>Writing an argument for or against recreating mammoths using cloning.</p> <p>Pupils in Years 7-9 will again have the opportunity to carry out extra independent research on topics they have studied this term, such as:</p> <p>Should all drugs be banned in sports?</p> <p>How can we make sure that water is safe for everyone?</p> <p>Having your say on whether sports and exercise should be optional or compulsory in school.</p> <p>Do you think it is right for the government to spend taxpayers' money in helping to insulate people's homes?</p> <p>Do you think previously tested materials that are made into nanoparticles should be re-tested for people's safety?</p>
<p>Year 7: Energy, Ecosystems, Acids and alkalis, Sound.</p> <p>Year 8: Plants and their reproduction, Rocks, Earth and Space.</p> <p>Year 9: Fundamentals to GCSE in biology, chemistry and physics will be taught using the topics cell structure and transport, organs of the digestive system, atomic structure, the periodic table, conservation and dissipation of energy and molecules and matter.</p>	<p>Summer term</p>	<p>The literacy focus this term will be on the future of science:</p> <p>Year 7: Top 7 promising energy sources of the future: https://www.deeptrekker.com/resources/energy-sources-of-future</p> <p>Year 8: The Future of Space Exploration: https://www.schoolsobserver.org/learn/eng/exp/future</p> <p>Year 9: Growing organs from scratch?: https://www.mewburn.com/news-insights/the-future-of-</p>	<p>Pupils in Years 7-9 will again have the opportunity to carry out extra independent research on topics such as:</p> <p>Having your say on who is responsible for reducing our use of fossil fuels-individuals, businesses or the government.</p> <p>Having your say on whether exploration in certain areas of the world be banned.</p> <p>Should people be allowed to live in areas where they might be killed by volcanoes or other natural disasters?</p>

		organ-transplantation-growing-organs-from-scratch	
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How are pupils informally and formally assessed?	Written End of Topics Tests Assessment tasks on each topic in all sciences to develop key skills throughout the year End of year assessments Retrieval tasks Homework Challenging questions Work in exercise books
Developing Independent and Home Learning Skills	Online weekly homework on Google Classrooms and printed homework. Lesson powerpoints, information and worksheets on Google Classrooms. Exam style practice questions to prepare for all assessments. Revision resources.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://senecalearning.com

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Science competitions where winners will get a certificate and a science badge. Year 7 Science Club exploring exciting practical activities and plants. Year 8 Science Club where pupils will carry out many exciting experiments.
Careers curriculum	Pupils will have the opportunity to interact with science professionals from many fields including medicine, veterinary science, lab technicians and many more.

Head of Department and email contact	Ms S Hoque s.hoque@wansteadhigh.co.uk
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Textiles Materials

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 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.		Evaluation 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 formative feedback from our dept bank/templates. We make use of a range of peer/ self and teacher assessment in order to allow pupils to reflect on their design, practical and evaluation work. Pupils will have mid-term assessment at three points in the school year.
Developing Independent and Home Learning Skills	<i>Google Classroom will be updated each rotation with all the resources used in class. An Independent Learning Assignment will be set for pupils each term.</i>
Useful e-Learning Resources (e.g., web links)	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.
Curriculum Team Leader and email contact	Mr Yiacoumi a.yiacoumi@Wansteadhigh.co.uk