

Wanstead High School



Year 9
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 Subject are...

- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<p>Pupils learn to create both one and two-point perspective drawings. Pupils learn to converge their lines to a single vanishing point/horizon line.</p> <p>As pupils progress from one-point perspective/the interior of a room, challenge increases to a two-point perspective drawing following the same principles. This technique will be used for them to draw a city/building scene with multiple objects at different angles</p>	<p>Autumn Term 1 & 2</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Perspective • Converging line • Horizon line • Line • Depth • Space • Colour • Form • Shape <p>Reading List: <i>Art, craft and design.</i> Author. Title. Publisher. Hobbs, J (2014).</p> <p>Sketch your World. Apple Press. Marr, A (2013). A Short Book About Drawing.</p>	<p>Pupils will experiment with a wider range of viewpoints. By challenging them to be more ambitious they will create:</p> <ul style="list-style-type: none"> -Unique perspectives -Different vantage points -Different angles <p>Pupils can experiment with scale and proportion-creating more dynamic and interesting perspectives. -Add a sense of drama and visual impact.</p> <p>Encourage pupils to explore different mediums and techniques. -Experiment with different drawing tools such as pens pencils, markers, etc.</p> <p>Encourage pupils to seek feedback and critique from their peers/constructive criticism-leading to improvements.</p>
<p>Anime: Pupils will create and develop their own personalised anime character.</p> <p>Learn and develop the steps of creating an anime character:</p> <ul style="list-style-type: none"> • Drawing an anime head or face • Sketching an anime body from stick man to general shapes • Refine shapes into a body form • Add anime clothes • https://www.wikihow.com/Draw-an-Anime-Character <p>Anime/Manga: Contextual resources/Inclusive of gender & race.</p>	<p>Spring Term 1 & 2</p>	<p>Oracy is built into every lesson, in classroom discussions and questions designed to home critical thinking skills.</p>	<p>Pupils to pay greater attention to details, lighting, perspective and overall composition.</p> <p>Explore a wider range of contextual art styles. -Study the approaches they take in creating backgrounds-take inspiration and learn new techniques to incorporate into their studies. Incorporate details and textures. Use references and photo studies.</p>

<p>Pupils will produce a mixed media outcome inspired by their anime character, working in a range of different processes and techniques.</p> <p>Differentiated Background methods to explore: https://youtu.be/_YWLPWFpvJA https://youtu.be/XRrKohWdpeQ https://youtu.be/R3fRwrZhiMg</p> <p>Pupils encouraged to embellish their background: 2D/3D-Using media/Collage/mod-Roc</p>			<p>Seek feedback and critique.</p>
<p>Pupils will develop and create their personal hybrid symmetrical building collages. They will develop their recording and observation skills, concentrating on proportion, tone, line and detail. They will modify and adapt their outcome incorporating elements of Hundertwasser.</p> <p>Artist: Hundertwasser 2D-Drawing and Painting</p>	<p>Summer Term 1 & 2</p>	<p>Key words- Organic Colourful Symbolism Sustainability Philosophy</p>	<p>Study Hundertwasser's' work familiarising yourself. Analyse how he incorporates nature, symbolism and sustainability into his designs.</p> <p>Focus on sustainability and eco-friendly features/solar panels, green roofs etc.</p> <p>Pupils to pay attention to details and ornamentation such as mosaics tiles, unique window designs and add whimsical touches of their own.</p> <p>Seek feedback and critique-refine and push ambitions further</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 teachers assess pupil progress. This is also noted through the departments assessment templates recording self, peer and teacher feedback.</p> <p>Formal assessments will take place at the end of each termly project by means of an exam style assessment.</p>
<p>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. 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 practice on digital platforms such as Photoshop, Adobe illustrator and Pro Create to name but a few programmes.</p>

<p>Equipment for lessons</p>	<p>All pupils are expected to bring to lessons basic equipment of 2 pens, 1 pencil, 1 ruler, 1 rubber, sharpener and a calculator (scientific) and their books for timetabled lessons. The Art department, provides A3 plastic folders, colour-pencils and watercolour sets that are available to purchase on the school's ParentPay system.</p>
<p>Enrichment activities</p>	<p>An annual trip to a gallery/museum or location trip/enrichment is arranged each year. In school we run a Year 9 GCSE taster workshop club for pupils, providing them with an out of context, engaging and creative experience.</p>

Careers curriculum	<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> <p>Within the class-room we aim to develop pupils with transferable skills they can take out into the world:</p> <ul style="list-style-type: none">• Problem Solving• Observation Skills• Discipline• Organisational Skills• Self-Expression• Self-Appreciation• Courage
Head of Department and email	<p>Mr A Yiacoumi a.yiacoumi@wansteadhigh.co.uk Art and Technology</p>

Computing

Pupils receive 2 lessons of Computing each fortnight.

Computing is important in Year 9 and beyond because it equips pupils with essential skills and knowledge for the digital age, prepares them for future career opportunities and promotes critical thinking and creativity. It is a subject that empowers pupils to thrive in our technology driven society.

Computing inspires pupils to develop Education with Character in several ways. It often involves problem solving and debugging which can be challenging. Facing and overcoming these challenges can cultivate resilience and perseverance in pupils. The subject offers opportunities for creative expression through coding, game design and web development. Encouraging creativity helps pupils develop an innovative and imaginative character. Learning about online safety promotes responsible online 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. All other equipment is provided in school.		
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. The Year 9 curriculum map is designed to introduce GCSE skills and performance that mimic the exam boards assessment to give pupils a taste of the GCSE course we offer and challenge them to be higher ability movers and thinkers.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Working with a stimulus	Autumn Term 1	Promoting literacy through: Verbal feedback Written feedback Self and peer feedback using key terms Review lesson: reflective written assignment questions Termly target setting Self and peer feedback using key terms Review lesson: reflective written assignment questions Termly target setting	Pupils will be introduced to the choreographic process as the role of choreographer and create motifs in response to a number of different stimuli. Pupils are encouraged and taught how to create abstract movement to show a choreographic intention. ASDR Motif development Choreographic devices Rehearsal skills and discipline
Set Phrase	Autumn Term 2		Pupils will be introduced into the GCSE skill set (physical, technical, expressive and mental skills) and be expected to perform a 30 second solo demonstrating these skills to the best of their ability. Contemporary Hip-hop Physical skills Technical skills Mental skills Expressive skills
Duet/Trio	Spring Term 1		Pupils will use the movement vocabulary they have learnt from the previous assessment (set phrase) and develop the movement to create a duet and trio with the choreographic intention of manipulation and control. Performance skills Stylistic features Rehearsal skills Projection Energy Musicality
Performing Arts Musicals Project	Spring Term 2		Pupils will be introduced to a new musical and understand cross-curricular skills from drama and music to understand how to prepare and perform as a musical theatre performer. Performance skills Skills of a musical theatre performer ASDR Rehearsal skills Choreographic tools

Shadows	Summer Term 1		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: Costume Set Lighting Movement analysis Accompaniment
Swansong	Summer Term 2 (Appreciation)		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: 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 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.
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. Pupil 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=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9 https://www.youtube.com/watch?v=i2jrYXzQfIY&list=PLBhgvcteMltgdPyne3ab5T8UXGdYdANvq https://www.youtube.com/watch?v=cQkHmKxK2tA&list=PLBhgvcteMltgoZ81U_M9X0Y5ylik36YQd https://www.youtube.com/watch?v=xg9PVtS2TYo&t=15s https://www.youtube.com/watch?v=2DDKCou-8s https://www.youtube.com/watch?v=038BdfaaVVs

Equipment for lessons	Dance kit (Wanstead PE Kit) 2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Year 9 Dance Company (Thursday lunchtime) KS3 London Youth Games Team (Tuesday after school) Grease The Musical (Auditions in September and show in February) Theatre Trip
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
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Drama

Pupils receive 2 lessons of Drama each fortnight.

Drama inspires pupils to develop Education with Character by inspiring pupils to develop Education with Character by ensuring pupils are able to perform, direct and analyse/evaluate their own work and the work of professional actors and performers. During Drama lessons pupils are encouraged to stay active whilst learning how to be creative and cooperate with others.

The intent of the Drama Curriculum is to ensure pupils are able to devise, perform and analyse/evaluate their own work and the work of professional drama practitioners. During drama lessons pupils practise a range of drama techniques whilst learning how to be creative and cooperate with others.

Within the drama curriculum pupils will learn about a variety of drama techniques, devising devices, character exploration exercises as well as how to work cooperatively with their peers. They will be encouraged to take on a 'no fear' approach to learning and feel confident they can rehearse and perform pieces they have devised themselves as well as bring scripted plays to life.

Whilst studying drama, pupils develop skills in speaking, listening, reading and writing; skills they will need for them to be successful in all areas of their school life as well as the world of work. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Developing skills in presentation and self-confidence is now a key quality required in most, if not all industries. Added to this the creative arts industry is one of the UK's greatest exports around the world. We ensure our provision is inclusive and the curriculum content is accessible to all, including SEND pupils. Through both planning and first quality teaching pupils can make progress every lesson.

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Devising from a stimulus	Autumn Term 1	Pupils will be expected to work in both pair and group situations and be able to express their ideas and understanding to others. Pupils should be able to provide feedback using appropriate subject specific vocabulary on their own and other's work with an emphasis on WWW and EBI. At the end of the unit pupils will be expected to write a written evaluation to their work, again using appropriate terminology.	As a mini-introduction to a component from the GCSE Drama course, pupils are introduced to the concept of devising. They are then given a selection of stimuli that they need to use to inspire the creation of a short piece of Drama.
Devising with Horror	Autumn Term 2		Pupils will continue to explore the idea of devising from a stimulus. They will explore the genre of horror and what skills can be used to create tension. They will devise their own short horror play from a stimulus.
Duologues	Spring Term 1		Pupils will learn a two-person script, experimenting with proxemics to show character relationships and look at the naturalistic practices of Mike Leigh.
Performing Arts Musicals Project	Spring Term 2		Pupils will be given a scene from Hamilton. Pupils will work in their groups and consider their use of voice and movement whilst on stage. They will then

			link this scene to the work they have produced in dance.
DNA	Summer Term 1		Pupils will read the Dennis Kelly play, DNA. They will explore scenes practically and the issues presented within the text around teenage life.
Melodrama/Soap Operas	Summer Term 2		Pupils will learn about Melodrama as the precursor to Naturalism with its archetypal, stock characters. They will compare it with today's soap operas and create their own melodramatic soap opera.

How are pupils informally and formally assessed?	<p>In lesson: Weekly/lesson by lesson/task by task teacher monitoring and feedback. During practical tasks, the teacher will aim to watch every pupil at least twice giving short term manageable targets to work on. Formative performances at the end of lessons will help to identify areas of improvement for pupils and will include a variety of peer, self and teacher-based assessments. Pupils will also be learning to effectively peer assess others work. They will look at ways to give constructive feedback, focusing on how to further improve, using dance vocabulary and if possible, they will demonstrate to each other, taking a lead learner role within the classroom. Questioning throughout lessons will also be used to check and assess pupils' understanding and knowledge.</p> <p>Final performance: Pupils will be required to show a final performance of a piece of choreography created using the stimulus and performance. This will incorporate the key skills that they have learnt in class. Pupils will be assessed on their performance on the day with a focus on their choreographic skills and ability to interpret a stimulus through movement. The assessment point will be at the end of the unit and performances will be filmed and used for evaluation in lessons and stored for internal/departmental use. Feedback will be provided to pupils through the progress tracker and assessment grid.</p>
Developing Independent and Home Learning Skills	<p>Google classroom: Each term all lessons and classroom tasks are posted onto the google classroom Pupils are set homework termly to practise and prepare for the final practical assessment using the resources on google classroom.</p>
Useful e-Learning Resources (e.g., web links)	<p>https://www.youtube.com/watch?v=GCslju-ZkBI https://www.youtube.com/watch?v=BZHnCtf-DEI</p>

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons. Props and costume if necessary
Enrichment activities	Key Stage 3 Drama Club Grease The Musical (Auditions in September and show in February)
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.

Head of Department and email contact	(Acting HoD) Ms R Gullefer r.gullefer@wansteadhigh.co.uk
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English

In Year 9 pupils receive 7 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organized. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes. In each KS3 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 KS3. In each year we cover a range of texts including: fiction, non-fiction, plays and poetry. The curriculum allows pupils to read widely, develop a critical voice and experiment with their own writing style. During the academic year we also offer a range of enrichment opportunities such as: Poetry Week, World Book Day, National Writing Day, Wanstead Reading Projects, competitions and theatre visits.

Skills that we develop during English lessons:

Reading Skills:

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

Writing Skills:

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

Speaking and listening skills:

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

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Hopes and Dreams	Autumn term	<ul style="list-style-type: none"> • Strong women from around the world – non-fiction unit • Langston Hughes • Poetry week • Class novel • Reading projects 	<ul style="list-style-type: none"> • Challenging range of texts selected • Stretch and challenge tasks every lesson • Leadership opportunities (during discussions and groupwork) • Ambitious success criteria for writing tasks • Suggested reading lists for wider reading • Independent research tasks • Presentations in front of peers • Links made to GCSE demands to push pupils
Society	Spring term	<ul style="list-style-type: none"> • 'A View from the Bridge' Miller • Short story competition (Redbridge) • William Blake-'Songs of Innocence and Experience' • 'Animal Farm' – Orwell • Language Skills • Reading projects 	

Outsiders	Summer term	<ul style="list-style-type: none"> • Outsiders in short stories • 'Merchant of Venice' • Colonialism – 'Rabbit Proof Fence' • Reading projects 	<ul style="list-style-type: none"> • Opportunity to perform poetry/drama
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How are pupils informally and formally assessed?	Assessments include: <ul style="list-style-type: none"> • Essays (reading and analytical skills) • Creative writing • Non-fiction writing • Presentations (speaking and listening skills)
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.
Useful e-Learning Resources (e.g., web links)	https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.bl.uk/ https://www.shakespearesglobe.com/ https://readingagency.org.uk/books/

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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
Careers curriculum	We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)

Head of Department and email contact	Ms A Malik (HoD) a.malik@wansteadhighschool.co.uk Ms C Gorczak (KS3 Co-Ordinator) c.gorczak@wansteadhighschool.co.uk
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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
Evaluation**

**Design
Planning**

**Investigative
Analytical**

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
-Dietary needs. -Function of pastry ingredients. -Practical skills.	10-week block of lessons.	-Science terminology. -Dietary illnesses.	<p>Pupils will develop practical life skills, which includes meal planning, budgeting and food safety. These are essential life-skills which will inform and empower them to make informed decisions about food choices and decisions.</p> <p>Through the introduction of food chemistry and the role of different ingredients in cooking processes, pupils will deepen their understanding of the scientific principles behind food preparation and enhance their critical thinking skills.</p> <p>Pupils will look in depth at pastry and will be able to apply their previous learning of the roles of ingredients to obtain hypothesis for the effects of ingredient manipulation.</p> <p>Pupils will also be expected to read a recipe for Katsu Curry and plan a dovetailed sequence of work before they make the product.</p>
How are pupils informally and formally assessed?	Independent Learning Assignments, end of rotation tests, class contribution, practical work.		
Developing Independent and Home Learning Skills	<i>Independent Learning Assignment to be completed focusing on dietary needs.</i>		
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 Yiacomou 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 former President of the Royal Geographical Society and television personality.

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Population and Urbanisation The world’s population now exceeds 8 billion and we will investigate how countries are managing the population growth to meets their needs for both the here and now and to meet future needs. Of these 8 billion people over half live in towns and cities and this is having an increasingly pressing effect on society and the natural environment.	September - December	<u>Progress in Geography Key Stage 3</u> , D. Gardner, et al. 9781510428003 <u>Nelson Key Geography Connections</u> , D. Waugh. 9781408523179 <u>Prisoners of Geography</u> , T. Marshall 9781783962433	The study of demographics and urbanisation is rich in terminology and up-to-the-minute exemplification. Pupils will be exposed to content that is current and not appearing in textbooks or traditional print format. Critical thinking is a key element of this unit where pupils will be encouraged to question the evidence presented and formulate their own opinion and conclusions. The end of unit formal assessment is written in a GCSE style.
Hazardous Earth Tectonic activity has shaped the world we know and continues to do so in some parts of the world today. We will be learning about the tectonic processes and the impact that they have on the lives of people living in these active parts of the world. We will also be studying weather related hazards including hurricanes, droughts and consequential forest fires.	January – April	<u>Volcanoes & Earthquakes</u> , C. Petrone. 9780565092634 <u>The Climate Book</u> G. Thunberg 9780241547472 Across all unit’s geographical terminology will be used with the expectation that pupils use this within their written work and in formal assessments.	Pupils will be presented with factual evidence in a variety of formats and from these will be expected to generate detailed, data driven, case studies. Analysing data pupils will be encouraged to form judgements about the severity of hazards. The end of unit formal assessment is written in a GCSE style.
Welcome to the Anthropocene We live in an age where human actions are having irrevocable effects on the natural world through climate change, pollution, poor waste management and a significant decline in biodiversity.	May - July	Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be presented with evidence of the impacts of human actions for them to draw conclusions on. From this they can create action plans and formulate decisions about adopting a more sustainable approach to human existence on planet earth. The end of unit formal 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.
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 also useful.
Enrichment activities	Studying Geography will support pupils undertaking the Duke of Edinburgh's Award scheme. Meteorological Club (after school) in room NB1 with Mr Smith. Key Stage 3 homework support and further study each week after school.
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 10 weeks.

Graphics teaching useful life skills.

Pupils learn how to develop the use of CAD software program Photoshop. In addition, pupils learn to use the modelling material corrugated card to communicate their ideas.

This allows the pupils freedom of expression and the ability to create original and imaginative outcomes.

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

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

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Use of Photoshop tools	10-week block of lessons	Learning and using Key subject vocabulary	Pupils complete a condensed NEA style project
How to develop ideas using Photoshop		Evaluation writing	
Pupils work with corrugated card			

How are pupils informally and formally assessed?	Pupils receive 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.youtube.com/watch?v=dXxfpFhpQ7E

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

Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@Wansteadhigh.co.uk
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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
What caused the Great War?	Autumn 1	Cause and consequence "Howard's End" E M Forster "The Thirty-nine Steps" John Buchan	Categorising causes and counterfactual history → using debating skills to discern a variety of sources and examine the importance of different causes as well as group them into time-based categories
What was it like to fight in the Great War?	Autumn 2	Significance "All Quiet on the Western Front" Erich Remarque "A Farewell to Arms" Ernest Hemingway "The First Casualty" Ben Elton	Focus on primary sources to examine features of fighting → link to the Battlefields trip in the Spring term as well as analysis and evaluation of a wide variety of primary materials
What were the causes of the Russian revolution of 1917?	Spring 1	Interpretations "And Quiet Flows The Don" Mikhail Sholokhov "White Guard" Mikhail Bulgakov	Comparison to Britain and the rest of Europe – links to A Level history → use of adapted source materials and historiography from the A level syllabus
Why did people support Adolf Hitler?	Spring 2	Evidence/Utility "The Book Thief" Markus Zusak "The Spy and the Traitor" Ben Macintyre	Degree of support and links to GCSE History (not taught at Wanstead) → use of primary and secondary materials as

			well as extra GCSE level reading materials
How should we remember the Holocaust?	Summer 1	Change and Continuity "Johanna at Daybreak" RC Hutchinson "The Tattooist of Auschwitz" Heather Morris	Degree of accountability and moral questions → comparisons to other genocides, the Roma genocide, group work to create appropriate Holocaust memorials
Transition to GCSE history and independent project	Summer 2	GCSE transferrable skills	Links to GCSE curriculum → group project on a topic of the pupils' choice linked to the GCSE syllabus

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, keystagehistory.co.uk

Equipment for lessons	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, including Battlefield's trip to Belgium and Holocaust activities
Careers curriculum	Barrister/solicitor, archaeologist, historian, politics, translator

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

Pupils receive 8 lessons of Mathematics each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus
Expanding, factorising, simplifying, HCF, LCM, Product of prime factors, Angles in regular polygons	Autumn 1	Key mathematical words and phrases will be taught within lessons such as: <ul style="list-style-type: none"> • Product • Prime • Interior • Exterior • Polygon • Interval • Root • Hypotenuse • Sine • Cosine • Tangent • Parallel • Sequence • Rate • Perpendicular
Representing data, Surds, Averages from grouped frequency tables	Autumn 2	
Solving equations and rearranging formulae, Pythagoras and trigonometry	Spring 1	
Drawing linear graphs, equation of a straight line, parallel and perpendicular lines, Fractions and ratio	Spring 2	
Area and circumference of circles, Nth term	Summer 1	
Surface area and volume, Real-life graphs	Summer 2	

How are pupils informally and formally assessed?	Pupils have regular low-stakes formative mini-tests in lesson, 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

Pupils receive 3 lessons of French each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
French: Describing where you live/Daily routine/Sports Using reflexive verbs/Comparatives and imperatives/ opinions and justifications/ Film studies/ Using Perfect and Imperfect tense/irregular verbs/ Using reflexive verbs/Perfect tense/talking about when you were younger	Autumn	Topic specific knowledge organiser and vocabulary list Gaston Marechaux revision skills/ 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 Presenting role plays to the class
French: Intro to GCSE content: Identity and culture: revising family relationships, places in town and activities, what makes a good friend, GCSE Topic: Theme 1 Arranging a night out, talking about life when you were younger, discussing role models Perfect and imperfect together/Talking about your role models/near future tense	Spring	Topic specific knowledge organiser and vocabulary list Revision skills Research skills Project/Research skills	<ul style="list-style-type: none"> Introduction to GCSE topics and grammar Writing more developed texts on personal details Using more complex structures

How are pupils informally and formally assessed?	Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests End of Term and End of Year assessments.
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)	ActiveTeach pupil resources, www.memrise.com . www.languagesonline.org
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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
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MFL Spanish

Pupils receive 3 lessons of Spanish each fortnight.

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

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

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Spanish: Describing past holidays/Using the preterite to say what the weather was like/Cultural lesson on Argentina	Autumn	Topic specific knowledge organiser and vocabulary list Revision skills Reading comprehension	<ul style="list-style-type: none"> • Introduction to Hispanic culture: music, food, traditions. • 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.
Spanish: Intro to GCSE content: Identity and culture: revising family relationships, places in town and activities, what makes a good friend, GCSE Topic: Theme 1 Arranging a night out, talking about life when you were younger, discussing role models Perfect and imperfect together/Talking about your role models/near future tense	Spring		<ul style="list-style-type: none"> • Introduction to GCSE topics and grammar • Writing more developed texts on personal details • Using more complex structures

How are pupils informally and formally assessed?	Mini assessment – Listening, Speaking, Reading and Writing skills/Vocabulary and grammar tests End of Term and End of Year assessments
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)	ActiveTeach pupil resources, www.memrise.com . www.languagesonline.org
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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
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Music

Pupils receive two lessons of Music each fortnight.

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

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

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

What is taught	When is it taught	Reading list and additional listening	Where the curriculum is ambitious
Ensemble Project	Autumn 1	https://www.youtube.com/watch?v=YVqYB_65kSA&ab_channel=AryHill	Pupils will be expected to demonstrate strong ensemble skills in their group performance of the song. More musically able pupils will be expected to lead and rehearse their group and/or use other instruments that they play in the performance.
Composition 5: Chase Scene	Autumn 2	https://www.youtube.com/watch?v=b7lu-WxHxu0&t=75s&ab_channel=Pyramid https://www.youtube.com/watch?v=RNxLYZ0yWq4&ab_channel=GuyMichel https://evenant.com/film-scoring-introduction-to-action-cues/	Pupils will be expected to create a contrast in mood and follow the action taking place in the scene. They will be expected to combine and develop ideas effectively and create a strong sense of direction throughout the composition.
Samba	Spring 1	https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1	Pupils will be expected to demonstrate excellent ensemble skills, performing a samba arrangement as a whole class.
Composition 6: Beats	Spring 2	https://www.iconcollective.edu/how-to-make-a-hip-hop-beat	Pupils will be expected to show an ability to combine rhythmic and pitched ideas effectively in the creation of hip-hop beats/instrumentals. The use of 'Logic Pro X' software will build on previous experience of Garageband and allow for more adventurous use of music technology in their work.
Extended chords performance	Summer 1	https://hellomusictheory.com/learn/extended-chords/ https://www.youtube.com/watch?v=dE413i1eAso&ab_channel=Tyler	Pupils will be expected to perform an example of a keyboard part that makes use of extended chords, co-ordinating independent left and right hands successfully. Some pupils will perform particularly challenging examples of this in difficult keys for the instrument.
Composition 7: Sampling	Summer 2	https://www.ted.com/talks/mark_rons_on_how_sampling_transformed_music?language=en	Pupils will be expected to learn how to use the sampler in 'Logic Pro X' and be able to create successful rhythmic and pitched ideas using a range of samples.

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.suffolkmusichub.co.uk/take-part/online-learning/key-stage-3-resources/ https://www.ism.org/advice/online-learning-resources
Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
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.
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.

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 (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Football Rugby Union (Tag) Netball Basketball Table Tennis Badminton Volleyball Fitness Cricket Rounders Athletics Trampolining/gymnastics	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Theory focusses in practical lessons: Term 1: The principles of training Term 2: Anaerobic and aerobic exercise Term 3: Planes and axes of movement 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 have the opportunity to develop and practice advanced skills within performance. Examples of these could include blocking in handball alongside standing, jump and hip. Within trampolining for example construction of a 10-bounce routine that shows control and fluency including advanced rotations such as front somersault/back somersault. A further example within athletics with a focus on leg action during sprinting to create appropriate pace and change of pace within a competitive situation.

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.
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 carers during PE lessons e.g., coaching, officiating & performance analysis.

Head of Department and email contact	Mr M Adams - m.adams@wansteadhigh.co.uk
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Religion and Philosophy

Pupils receive 1 lesson of Religion and Philosophy each fortnight.

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

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

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

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Humanism: Topics include: Introduction to Humanism, Humanist Beliefs, Making Decisions, Humanism and the world and Celebrations	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 list includes: <ul style="list-style-type: none"> The little Book of Humanism Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary and debates. Pupils will be exposed to a new belief where they will have the opportunity to speak with a Humanist and ask questions related to the topic.
Science vs Religion: Topics include: Scientific & Religious Truth, Christian Creation Story, Hindu Creation Story, The Big Bang Theory, Evolution and Design Argument	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 list includes: <ul style="list-style-type: none"> Remarkable creatures Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary. Links to Creationism and Evolution
Immortality: Topics will include: What is meant by immortality, Evidence of Immortality, Dualism Resurrection, Reincarnation Problems with immortality	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 list includes: <ul style="list-style-type: none"> Children who have lived before- Reincarnation today Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be exposed to variety of different religions and be given the opportunity of Synoptic links of all the topics.

How are pupils informally and formally assessed?	After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.
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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, Guest Speakers, interfaith day
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 officers, priest and social worker. Jobs which requires 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 a period of 10 weeks in an academic year, as part of the KS3 Technology carousel with Food, Textiles and Graphics

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

Resistant materials inspire pupils to develop Education with Character by enabling pupils to develop a wide range of transferable skills for further education, work and life. Pupils' imagination flourishes and they are encouraged to understand that the environment can be protected by responsible design and manufacture.

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

What is taught	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
<ul style="list-style-type: none"> The difference between Recycling, Upcycling and Reuse Benefits of upcycling products Advantages and Disadvantages of CAM 	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"> CAM Upcycle Reuse Recycle Reduce Sustainable 	The department sets high expectation on all learners regardless of ability. Provide an inclusive curriculum/all pupils have equal access. Engaging pupils in real-world design challenges or create projects that have an impact on the community. Aims to encourage pupils through practical skills to achieve, gain confidence and enjoy the experience of learning new skills, for example, researching to determine the specific skills needed to realise their chosen sustainable product. Working with new tools and techniques, pupils will be challenged to think more creatively within year 9 as well as in Key Stage 4 should they choose Design and Technology as an option.

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/prddes1/reused1.html https://technologystudent.com/pdf14/display6.pdf https://technologystudent.com/prddes1/revcard_upc1.html https://www.bbc.co.uk/bitesize/guides/z4bjjhv/revision/3

Equipment for lessons	2 pens, 1 pencil, 1 ruler, 1 rubber, a calculator (scientific) and their books for timetabled lessons.
Enrichment activities	Extracurricular clubs and competition throughout the year
Careers curriculum	Trips to industry and Careers poster, provides a foundation for those considering further study, or a career in product design, furniture designer etc

Head of Department and email contact	Mr A 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><u>Year 7:</u> Cells, tissues and organs, energy, the particle model and sexual reproduction in animals.</p> <p><u>Year 8:</u> Unicellular organisms, Earth and space, light, plants and their reproduction.</p> <p><u>Year 9:</u> Plant 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><u>Year 7:</u> History of the microscope: https://www.sciencelearn.org.nz/resources/1692-history-of-microscopy-timeline</p> <p><u>Year 8:</u> The use of satellites: https://www.schoolsobserver.org/learn/eng/sats</p> <p><u>Year 9:</u> 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:</p> <p>Having your say on some people who think we should get rid of zoos and only try to stop animals becoming extinct by protecting the areas in which they live.</p> <p>Should bodies in plague pits be disturbed?</p> <p>Having your say on whether experiments should be carried out on animals or humans.</p>

<p><u>Year 7:</u> Mixtures and separation, current and electricity, muscles and bones, forces.</p> <p><u>Year 8:</u> Rocks, metals and their uses, the periodic table, breathing and respiration.</p> <p><u>Year 9:</u> Transition topics in preparation for GCSE including: Disease Control systems of the body Ecology Ions Chemical equations Equilibria Fields in physics Cause and effect Models in physics</p>	<p>Spring term</p>	<p>The literacy focus this term will be on famous scientists.</p> <p><u>Year 7:</u> How Marie Curie Brought X-Ray Machines To the Battlefield to look at bones: https://www.smithsonianmag.com/history/how-marie-curie-brought-x-ray-machines-to-battlefield-180965240/</p> <p><u>Year 8:</u> How Newlands, Mendeleev and other scientists helped develop the periodic table: https://www.bbc.co.uk/bitesize/topics/zv9nhcw/articles/ztmrr2p</p> <p><u>Year 9:</u> 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>Should people be allowed to live in areas where they might be killed by volcanoes or other natural disasters?</p> <p>Do you think previously tested materials that are made into nanoparticles should be re-tested for people's safety?</p>
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<p><u>Year 7:</u> Acids and alkalis, ecosystems, atoms, elements and molecules, sound.</p> <p><u>Year 8:</u> Combustion, energy transfers, food and nutrition, fluids.</p> <p><u>Year 9:</u> 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><u>Year 7:</u> How to maintain biodiversity for the future: https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-3/biodiversity</p> <p><u>Year 8:</u> Eco-friendly homes to reduce energy transfers: https://www.theguardian.com/environment/2021/aug/27/what-will-our-eco-friendly-homes-of-the-future-look-like</p> <p><u>Year 9:</u> Growing organs from scratch?: https://www.mewburn.com/news-insights/the-future-of-organ-transplantation-growing-organs-from-scratch</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>Do you think it is right for the government to spend taxpayers' money in helping to insulate people's homes?</p> <p>Having your say on whether exploration in certain areas of the world be banned.</p>
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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, glue stick 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

Textiles Year 9

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

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

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

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

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

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

How are pupils informally and formally assessed?	Pupils receive 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	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 talks from local designers.
Head of Department and email contact	Mr A Yiacoumi a.yiacoumi@Wansteadhigh.co.uk