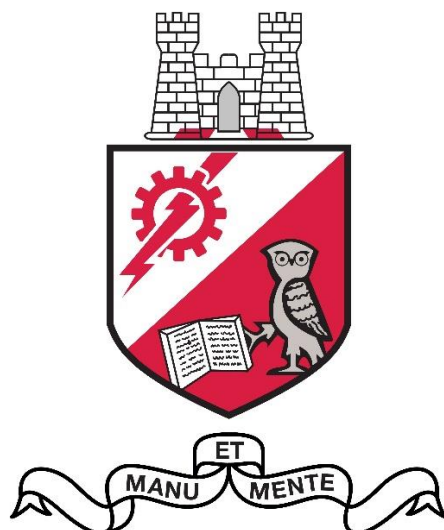


WEST HATCH HIGH SCHOOL



Year 7 Course Outlines 2019/20

Art
Computer Science
Drama
English
Food & Textiles
French
Geography
History
Mathematics
Music
Physical Education
Product Design
PSHE
Religious Studies
Science
Spanish

Art

Aims of the course

To develop students' knowledge, skills and understanding of art and design through practical work and looking at the work of other artists to enrich their own. Aboriginal Art Project autumn term. Pupils develop their ideas creatively by experimenting with shape/mark making, pattern and colour inspired by Aboriginal artists. Their final outcome will be a painting that they have chosen and refined from their small designs. Fantastic Animal Project (Piggy Bank) spring term. Pupils make realistic observations of different animals. They synthesise these observations to form designs, which are then produced in three dimensions using clay, and painted using either hot or cold colours. Symmetrical Mask Project, summer term. Designs reflect different cultures and a variety of techniques including chalk pastels and ICT.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
Aboriginal Art Project (Pattern/Mark making) Drawing, Felt tip and painting.	Aboriginal Art Project (Pattern) Drawing, Felt tip and painting.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Spring term 2a	Spring term 2b
Fantastic Animal Project (Piggy Bank) Drawing and sculpture.	Fantastic Animal Project (Piggy Bank) Drawing and sculpture.
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.
Summer term 3a	Summer term 3b
Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT	Symmetrical Mask Project. Drawing, Felt tip, chalk, ICT
Assessment By outcome: This is ongoing with a final level given at the end of the project.	Assessment By outcome: This is ongoing with a final level given at the end of the project.

Homework that will be set (general)

A list of homework tasks for the year is provided in the front page of pupil's sketchbooks. This list is also printed in pupil's homework diaries. A homework task will usually be set every three weeks taking approximately two hours and it is expected that pupils will complete these to the best of their ability.

Extra-Curricular activities available

Opportunities are available for pupils to attend during lunchtime to develop their skills.

Support available

The projects are made accessible to all pupils and differentiation is mainly by outcome, some pupils may need more help or extension activities.

Groupings or setting

All groups are mixed ability.

What parents can do to help

Parents can check homework diaries and sketchbooks to ensure homework has been completed to the best of their child's ability and deadlines are met.

Member of staff to contact if you have any queries:

Mr G Hanley
Head of Art and Design

Computer Science

The Key Stage 3 Curriculum introduces all the aspects of the OCR GCSE (9-1) Computer Science specification. This encompasses learning about all the elements that make up a computer system: Hardware, software, networks, algorithms and programming. We aim to teach all students to create a program in Python by the end of year 7 and to go on to create more complex programs by the end of year 8.

Aims of the course

- To provide a foundation for students to develop skills in using logic and computational thinking to solve a range of problems
- To provide a foundation develop technical knowledge of how computer systems work.
- Develop Digital literacy evaluating digital content and its impact on society
- To develop skills in effective collaboration and independent learning.

Programme of study for 2019/20 Computer Science

Year	Lesson Objectives	Term
7	E-safety: This unit is broken down into various sub-topics which are moral, legal, and environmental concerns. Students will be able to understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Students will also be able to recognise inappropriate content, contact and conduct and know how to report concerns. Copyright and plagiarism issues are two major aspects covered so students can create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	1
7	Maths in computing: To provide a simple and accessible explanation of the mathematical aspects of the computer science GCSE. This covers a range of mathematical components. Beginning with, relational operators and arithmetic operators. Leading on to working out modular in a programme. They will be learning about the denary number system which they use in maths, and will further their learning by introducing binary and hexadecimals. Finally, students will be how you can hold and store values in a computer programme and the different types of data you can use/store in a programme.	2
7	Algorithms: The unit is subdivided into six lessons (plus a test) in order to fit with most school timetables. It is a theoretical unit covering all of Section 2.1 of the OCR GCSE (9-1) Computer Science specification J276. The first lesson introduces the concepts of computational thinking; abstraction, decomposition and algorithmic thinking. Lessons on standard searching and sorting algorithms are followed by two lessons on developing algorithms using flow diagrams and pseudocode. The unit finishes with a lesson on interpreting, correcting and completing algorithms	3
7	Programming constructs: The unit is subdivided into six lessons (plus a test) in order to fit with most school timetables. It covers the OCR GCSE (9-1) Computer Science specification J276, Section 2.2. The first lesson in the unit covers data types and arithmetic operations. Sequence and selection are covered in the next two lessons, followed by lessons where students are programming using Python. Although the lessons can be delivered without students having to use computers, they will benefit from translating their pseudocode solutions to program code and testing them. All the worksheets contain exercises which provide opportunities for practical programming in the language of choice. Sample solutions are provided in Python to many exercises.	4
7	Introduction to Python: An introduction to Python, a powerful but easy-to use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes	5
7	Digital literacy: Students are introduced to digital skills such as searching for information online, word-processing, desk-top publishing and presentation software.	6

Homework that will be set (general)

Internet Based Research, Workbook Activities; Consolidation of classwork/ group work, Independent extension activities and Extension worksheets. All staff will be uploading each homework on the website ShowMyHomework.

Extra-Curricular activities available

Supported homework club on Monday and Thursday after school.

Assessment

End of Module Tests, Peer assessment and group presentation

End of each half term there will be a formal assessment which will be marked by staff. Progress checks are a result of classroom behaviour, attitude to learning and the results of these assessment.

Support available

All subject teachers / LSA Support / www.bbcbitessize.co.uk/ks3/computing for revision on all units at KS3

Groupings or setting

Mixed ability groups.

What parents can do to help

Download Python 3.6.2 at home and buy a memory stick for students. Encourage their child to use computer at home to practice skills learnt in lessons or come to IT club. Help their child with homework where possible. Encourage their child to complete all homework. Where possible purchase computer science workbook for their child.

Member of staff to contact if you have any queries:

Head of Department – Mr David Howell (dhowell@westhatch.net)

Head of KS3 in Computer Science – Miss Fahima Khanom (fkhanom@westhatch.net)

Drama

Subject Drama

Aims of the course

To enable students to: -

- Understand and demonstrate the basic skills and techniques necessary for meaningful drama to take place
- Work in mixed groups of varying sizes (including individually), developing the ability to negotiate and make decisions as part of a group
- Understand how use of space, movement and voice communicate meaning and evaluate that use
- Show a developing ability to improvise and create spontaneous Drama
- Reflect upon and respond constructively to their own work and that of others in the class through verbal feedback, using correct technical language
- Reflect on their own strengths and weaknesses and set SMART targets to help improve their skill level.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Drama has 6 C's Introductory skills teaching the structures and expectations in Drama Develop underpinning skills of Collaboration, Concentration, Communication, Confidence Creativity and Commitment	Storytelling and Narrative An introduction to the ways in Drama techniques can be used to tell a story. The Roald Dahl story of Matilda will be used to explore the basic Drama techniques used to engage an audience.
Assessment - Baseline Assessment Tasks based on the three Drama strands – Creating; Presenting; Responding This is not a unit which is assessed on a performance piece. Students are assessed on an ongoing basis, during lessons and the task set (relating to each of the 6 c's)	Assessment – Progress is tracked through observation of practical work and the completion of a range of practical tasks. Videoed assessment at the end of scheme
Spring term 2a	Spring term 2b
The Art of Mime Developing the skills required for effective non –verbal communication. Explore and develop mime skills-body language, gesture, facial expression, comic timing. Use of Physical expression, Developing Focus and Concentration.	Silent Movies Extending and developing mime skills. Introduction to genre, and the conventions of the style. Observe and practice use of comic timing (Charlie Chaplin's The Kid used to support exploration) Exploring moods created by music, use of appropriate music, tell stories without words Use of captions. Developing Stock Characters through the application of Stereotypes (Hero, Villain...)

Assessment – Progress is tracked through observation of practical work A series of short performance based activities will be set and assessed.	Assessment – Filming of final performance piece, based on either the story of the poor wretch or a Silent Movie in response to musical stimulus.
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Summer term 3a	Summer term 3b
Improvisation Develop improvisation skills through games/stimulation's/texts. Understand the rules of a successful improvisation. Learn how to role play effectively Learn about accepting vs. blocking Explore the importance of character/plot and sub plot Develop creativity and team improvisation skills. While learning to improvise the students will use Hot seating, Thought Tracking and Narrating an improvisation.	How to act? Student will work in small groups to create an instructional video which highlights the key skill and techniques which have been learnt during the year. Student will need to develop their understanding of key subject specific language. Perform clear examples of each of the key skills. During the unit students will learn the basics of film making including Shot Sizes, Camera Operation and Sound Recording. The key techniques will include:- Still Image, Narration, Thought Tracking, Hot Seating and Staging Styles
Assessment - – Progress is tracked through observation of practical work. Skills used will be assessed through specific tasks relating to the rules of improvisation and the key techniques mentioned above.	Assessment. Continual assessment of the rehearsal process each lesson and Final film created by each group.

Homework that will be set (general)

Homework will be set to support the work taking place in the classroom.
This will vary in conjunction with the scheme of work and the level of work needed to be completed at home.

Extra Curricular activities available

KS3 Drama Club

Wednesdays Afterschool 3:15 – 4:15

Groupings or setting

All Drama classes are taught in mixed ability groups

What parents can do to help

Talk to your son or daughter about their work in Drama. Encourage them to identify the skills they are developing – Concentration, Teamwork,

Confidence etc

Try to expose them to a variety of different dramas, whether this is on television, at the cinema or if possible at the theatre.

Member of staff to contact if you have any queries:

Mr Bell

Head of Drama

English (Literature & Language)

Term	Unit	Timespan/Assessment	Key Terms	
Autumn 1a	Poems from Around the World	Sept-Oct: 7 weeks and 1 day Assessment: Students will answer one question on one unseen poem. Literature AO1, AO2.	<ul style="list-style-type: none"> • Caesura • Enjambment • Dialect • Metaphor • Imagery • Personification 	<ul style="list-style-type: none"> • Simile • Rhyme scheme • Onomatopoeia • Repetition • Tone • Pronouns
Autumn 1b PC1b: 8 th - 19 th November	Shakespeare Heroes and Villains	Nov-Dec: 7 weeks Assessment: You are going to choose one of the villains we have explored so far and write the prequel/back story to that character. Language AO5, AO6.	<ul style="list-style-type: none"> • Protagonist/ antagonist • Antithesis/contrast • Figurative language • Plosive sounds • Sibilance/alliterative 	<ul style="list-style-type: none"> • Blank verse/iambic meter • Soliloquy/aside • Puns/double entendre • Rhyming couplets • Sonnet form
Spring 2a	Discovery and Journey – Novel Mixed Ability: Trash Top Sets: Northern Lights	Jan-Feb: 6 weeks Assessment: An essay based on theme/or character. Literature AO1, AO2 and AO3, AO4.	<ul style="list-style-type: none"> • Protagonist • Antagonist • Foreshadowing • Dramatic Irony • Perspective 	<ul style="list-style-type: none"> • Personification • Narrative Voice • Semantic Field • Pathetic Fallacy • Flashback
Spring 2b Progress Check 2b: 24 th February - 3 rd March	Media and Non-Fiction	Feb-Apr: 6 weeks Assessment: An assessment based on a Text Type. Language AO5 and AO6.	<ul style="list-style-type: none"> • Genre • Purpose • Audience • Tone • Register 	<ul style="list-style-type: none"> • Form • Alliteration • Rhetorical Questions • Hyperbole • Triplets
Summer 3a Year 7 Parents Evening - Thursday 23 rd April	Gothic Literature	Apr-May: 5 weeks Assessment: Mixed Ability: Essay based on an extract from the novel <i>Frankenstein</i> . Top Sets: Essay based on an extract from the novel <i>Dracula</i> . Literature AO1, AO2, AO3.	<ul style="list-style-type: none"> • 3rd person limited narrative • Narrative ellipsis • Unreliable narrator / voice • Narrative enigma 	<ul style="list-style-type: none"> • Symbolism • British Imperialism • Rationalism VS Spiritualism • Gothic genre conventions • Complex syntax
Summer 3b PC4:22 nd - June - 3 rd July	Creative Writing	Jun-Jul: 7 weeks Assessment: An assessment based on creative writing. Language AO5 and AO6.	<ul style="list-style-type: none"> • First Person • Third Person • Omniscient Third Person • Foreshadowing • Exposition 	<ul style="list-style-type: none"> • Rising Action • Climax • Falling Action • Resolution • Cliffhanger

Food & Textiles

Pupils will have the opportunity to work with both Food and Textiles during Year 7, spending approximately 19 hours in each area.

Whilst working with Food pupils will learn how to cook a range of predominately savoury dishes safely and hygienically, using equipment and acquiring practical skills/techniques. Pupils will learn about healthy eating through studying the 'eatwell guide', be encouraged to use the 'eight tips for healthy eating' and develop an understanding of the function and sources of the five main nutrients, water and fibre. Pupils will develop a greater understanding of where their food comes from.

In Textiles pupils will learn how to use textiles equipment safely. They will find out about fabric properties and different methods to add colour to fabric. Pupils will become competent at using the sewing machine and be able to construct basic textiles products, such as Juggling Bags and a Pencil Case, including inserting a zip.

Programme of study by half term for 2019/20:

Pupils will work for approximately 19 weeks in Food Technology before changing to work in Textiles Technology for the remainder of the year or vice versa.

Autumn Term: 1a	Autumn Term 1b
Food: Where food comes from. Working safely, food safety and hygiene. Investigating Cookers and other food related equipment. Cookery Skills: bridge hold, claw grip, slicing, grating, boiling, simmering, use of hob and grill.	Food: Weighing and measuring. Healthy Eating and Nutrition. Cookery Skills: peeling, chopping, melting, mixing, use of oven, rubbing-in method, kneading and shaping.
Assessment 1 Baseline Testing in Food	Assessment 2 Demonstrate Practical Cookery Skills
Spring term 2a	Spring term 2b
Food: Vegetables and Soups. Cookery Skills: vegetable preparation, following a plan, time management.	Textiles: Working safely in Textiles. Fabric properties. Use of the sewing machine and other textiles equipment.
Assessment 3 End of Year Food Exam	Assessment 4 Baseline Testing in Textiles
Summer term 3a	Summer term 3b
Textiles: Applying colour to fabric. Practical Task: Juggling Bags	Textiles: Practical Task: Fabric Pencil Case, including inserting a zip.
Assessment 5 Using the sewing machine to produce an open seam	Assessment End of Year Textiles Exam

Homework that will be set (general):

Reinforce the content of the lesson so that students are secure with the concepts delivered

Involve research for future lessons

Involve preparation of ingredients for food practical lessons

Reflect on the lesson, especially practical lessons, and pupils will record their own and other people's opinions.

Extra Curricular activities available:

Staff are available at break, lunch time and after school for assistance and help.

Support available:

In some cases following consultation with the SEN Department in class support is provided and in all cases work is differentiated to meet the needs of the individual.

Groupings or setting:

All groups are mixed ability.

What parents can do to help:

Parents can check 'Show My Homework' and pupil's books to ensure homework has been completed.

Pupils should be encouraged to prepare their own ingredients prior to a food practical lesson.

Please encourage your child to develop cooking skills at home and be prepared to taste your child's food products and provide them with feedback. Watch television programmes such as 'Masterchef', 'Food Unwrapped' and other cookery shows.

Member of staff to contact if you have any queries:

Head of Food and Textiles: Mrs H Barnard

French

Aims of the Course

Pupils will study: Introductions and personal ID, School, Family, Home, Town and Free time. They will learn to use the present and near future tenses.

Programme of study by half term for 2019/2020

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • French pronunciation and introducing yourself • Siblings and age – <i>using avoir</i> • Describing a classroom – <i>indefinite and definite articles</i>. • Likes and dislikes – <i>aimer + definite article</i> • Describing yourself and others – <i>adjectival agreements</i> 	<ul style="list-style-type: none"> • Colours and time • Opinions on school subjects and why – <i>using –er verbs</i> • School uniform – <i>adjectives after nouns</i> • School day • Typical French school • <i>Using il y a and il n’y a pas de</i>
Assessment Speaking assessment:	Assessment
Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"> • Weather and seasons • Sports and activities – <i>using jouer/faire</i> • Discovering sport in French-speaking countries – <i>using cognates</i> • Likes and dislikes in free time – <i>using aimer + INF</i> 	<ul style="list-style-type: none"> • Describing family – <i>using my/your</i> • Describing where you live • Talking about breakfast • Learning about Bastille Day
Assessment Writing and translation	Assessment
Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"> • Describing places in town/village • Where you go at the weekend – <i>using aller</i> • inviting someone out – <i>using vouloir</i> • Ordering food in a coffee shop • Near future tense to describing future plans 	<ul style="list-style-type: none"> • Learning about festivals and creating a brochure.
Assessment End of Year Exam: Speaking / Listening / Reading / Writing	Cultural project

Homework that will be set (general)

A vocabulary test will be set every week and 1 piece of written/reading work will be set once a week too.

Support available

Work is differentiated for pupils for different abilities.

Vocabulary provided

Groupings or setting

Mixed ability

What parents can do to help

Contact Head of Department or subject teacher with any queries.

Help student practice vocabulary at home.

Use websites eg. Linguascope and atantot.

Member of staff to contact if you have any queries

Head of Department: Mrs Gambino

Geography

Aims of the course:

The Year 7 course is designed to introduce students to the subject and acquire the basic geographical skills which form the foundation of work higher up the school. The syllabus meets some of the requirements of the National Curriculum for Geography.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
<u>Litter investigation</u> This topic introduces students to the investigation process in geography. They will carry out fieldwork about the extent of the litter problem at West Hatch. Students will then present their data using a range of data presentation techniques. Using their graphs, students will analyse their data using numerical evidence. Finally, they will evaluate their fieldwork and their investigation write up.	<u>Map skills</u> This introduces mapwork skills such as grid references, compass directions, measuring distance and reading an Ordnance Survey Map. Students will then apply these skills to plan an expedition through the Brecon Beacons. They will have to consider the positive and negative impacts of tourism and how they could protect the environment in National Parks such as the Lake District.
Assessment Letter to Mr Leonard	Assessment Map work skills test
Spring term 2a	Spring term 2b
<u>Rivers and Floods</u> Students will learn about the hydrological cycle and the long profile of a river, looking at processes that create landforms such as meanders and waterfalls. They will learn about the physical and human causes of flooding and learn case studies in both LIC and HIC countries to assess why some countries are better prepared for floods than others.	<u>Geography of My Stuff</u> This unit looks at where our food and clothes come from. Issues such as child labour in making clothes for Nike and Gap, Fairtrade and what we can do to reduce our carbon footprint and food miles.
Assessment Rivers and floods test	Assessment Fiji Water skills assessment
Summer term	
<u>Rivers and Floods</u> On this unit river processes and landforms are studied and the impact they have on people. Case studies of floods in different parts of the world will involve student research and ICT skills. We hope to arrange fieldwork in Epping Forest for some students.	
Skills test where pupils will have to interpret a hydrograph.	

Homework that will be set (general)

Tasks are set regularly as appropriate. Some homeworks will form part of KS3 assessment pieces of work.

Support available

Pupils are provided with differentiated material in order to support their learning. Teachers will also be available to help students with work if it is needed.

Groupings or setting

Geography is taught in mixed ability groups with one top set.

What parents can do to help

Encourage use of the website and individual research using the internet. Encourage pupils to look up the location of places in an atlas. Encourage them to use the Mapzone website and Ordnance Survey maps as much as possible to refine their map reading skills. Encourage pupils to read newspapers/watch the news to keep up to date with current issues such as child labour and natural disasters.

Member of staff to contact if you have any queries:

Head of Department - Miss Z Barrett

History

Aims of the course:

To promote the use of the 5 key Historical skills of chronology, Historical Interpretation, Historical Enquiry and Communicating about the Past through the study of Medieval Realms / Henry VIII and the Break with Rome / London through time

Programme of study by half term for 2018/2019

Autumn Term: 1a	Autumn Term 1b
Medieval Realms	Medieval Realms
Assessment	Assessment Written essay to explain why William the Conqueror won the Battle of Hastings (Communicating about the Past)
Spring term 2a	Spring term 2b
Henry VIII and the Break with Rome	Henry VIII and life in Tudor Times
Assessment Source questions about Henry VIII and the break with the Roman Catholic Church (Using evidence)	Assessment
Summer term 3a	Summer term 3b
How did London change through time?	How did London change through time with a case study of Jack the Ripper
Assessment	Assessment Summer exam assessing all 5 skills. This will be done in the style of a GCSE exam paper

Homework that will be set (general)

Various research / questions / extended written exercises / revision / etc.
Multiple choice quizzes to develop knowledge and understanding

Support available

Essay templates and sentence starters
Vocabulary sheets.
Thinking skills exercises.

Groupings or setting

Form groups – mixed ability

What parents can do to help

Ensure set homework is completed – check show my homework
Help with access to resources – internet / books / libraries
Ensure there is somewhere quiet to work / revise

Member of staff to contact if you have any queries:

Miss M Marsden
Head of History

Mathematics

KS3 Maths at West Hatch has been designed alongside the national curriculum to develop the skills and knowledge needed to prepare students to transfer into KS4. During KS3 students will cover all of the concepts of the ks3 curriculum including:

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

Number:

- To be able to understand value of both positive and negative integers and develop understanding of place value to compare integers, decimals and fractions using inequalities.
- To be able to identify prime numbers, factors and multiples as well as finding highest common factor and lowest common multiples using prime factor trees and prime factor notation.
- Apply the correct operation to written questions using both positive and negative integer and to understand the order of operations for brackets, indices, division, multiplication, addition and subtraction.
- To use integer powers for both positive and negative integers as well as calculate roots of numbers and estimate to decimal place for root values.
- To compare numbers in standard form as well as convert between ordinary number and numbers in standard form.
- To be able to convert between decimal, percentage and fraction in order to compare values and order correctly.
- To fully understand that percentage is, "out of 100" can calculate percentage change, calculate percentage of amounts, compare percentage amounts and use percentage values greater than 100.
- Have a fluent understanding of mass, length, time, money as well as other measures.
- To estimate answers to calculations using rounding and finding error intervals using inequality notation.

Algebra:

- To understand algebraic notation and what it means to have algebra used in formula and expressions
- To be able to substitute integers into both formula and expressions, collect like terms, multiply out a single bracket, factorise using a common factor, expand double brackets
- To be able to rearrange a formula to make an unknown the subject
- To solve linear equations using balancing and inverse operations
- Identify and construct co-ordinates on all 4 quadrants of a graph and identify and sketch linear and quadratic graphs
- To identify and sketch the gradient and y intercept of a linear graph using the formula $y=mx+c$, to use a linear and quadratic graph to solve solutions to find solutions to a simultaneous equation.

<ul style="list-style-type: none"> • Construct and use a line of best fit to review correlation of data and predict trends. • Generate terms for a linear sequence and find the nth term to solve solutions for any term of the sequence. • To be able to find the common ratio in a geometric sequence and use to find the next two terms within the sequence.
<p>Ratio, Proportion and rates of change:</p> <ul style="list-style-type: none"> • To be able to convert between units i.e. area and volume • To find the scale factor and apply to use for map drawing and scale diagrams • To be able to use ratio to compare the value of one item, convert between ratio and fractions and to convert a ratio into its simplest form • To be able to share a given amount in a given ratio. • To increase and decrease an amount by a given percentage and find the original amount after a percentage change calculation. To use simple interest to find the amount earned on an investment • To solve both direct and inverse proportion problems by finding a constant as well as using a graph. • To use the compound measure formula to change between mass, density and volume.
<p>Geometry and Measure:</p> <ul style="list-style-type: none"> • To calculate area and perimeter of triangles, quadrilaterals compound shapes and circles and move onto volume of prisms. • To construct triangles, bisect a line and angle using a pencil compass and ruler. • To be able to use standard notation for sides and angles of a triangle and quadrilateral to go onto use in order to state whether a shape is congruent to another. • To be able to construct as well as identify all four transformations; reflections, translations, transformations and enlargements. • To be able to calculate scale factor of two similar shapes and use this scale factor to identify missing lengths from either shape. • To use and identify angles on a straight line and angles around a point t solve angle problems. • To use parallel line facts including co-interior, alternate and corresponding angles to find missing angles. • Use the fact that triangles have 180 degree interior angles to find a relationship between angles inside a polygon and solve any problems for interior angles of a polygon. • To be able to find any side of a right angle triangle by using two known sides and Pythagoras theorem.
<p>Probability:</p> <ul style="list-style-type: none"> • To identify when using probability the possible outcomes will always give a total of 1. • To record and describe outcomes of simple probability and be able to analyse them to show the likeliness of these outcomes occurring out of 1 and state whether it is from a fair sample. • To use two tables, venn diagrams and grids to calculate probabilities of outcomes and use union/intersection rules. • Create a sample space diagram using data given to aide in finding solutions to problems involving single and combined events and find the probabilities of these outcomes.
<p>Statistics:</p> <ul style="list-style-type: none"> • To be able to use and analyse a range of data from charts, pie charts, bar charts, composite bar charts, pie charts, tables, scatter graphs using both ungrouped and grouped data. • To review raw data using all averages including mean, mode, median as well as finding the range. To analyse and compare distributions between data trends using discrete, continuous or grouped data.

- To be able to spot trends in data over time as well as identify any relationships between variables

Aims of the course:

For students to build confidence and become fluent in the fundamentals of Mathematics

Reason Mathematically

Can use mathematics to solve a number of problem solving questions

Music

Aims of the course

- To introduce students to the foundations of music by investigating a range of musical styles and genres.
- Be able to critically listen to and appreciate a broad range of musical styles.

KS3 focuses on core skills namely Performance, Composition and Listening.

Cross-curricular links:

Numeracy and Literacy, Humanities through World music topics, Drama, Dance, ICT

Programme of study by half term for 2019/2020

Please note: due to equipment requirements topics might be delivered in a different order to the stated below:

Autumn Term: 1
Musical Theatre – Listening & Appraising, Composing & Performing
Assessment <ul style="list-style-type: none"> • Formative assessment completed every lesson • Summative assessment on listening & appraising half termly • Peer assessment activities. • Teacher assessment of skills and knowledge to mastery level
Spring Term: 2
Composition – using either DAW or Graphic Scores
Assessment <ul style="list-style-type: none"> • Formative assessment completed every lesson • Summative assessment on composition half termly • Peer assessment activities • Teacher assessment of skills and knowledge to mastery level
Summer Term: 3
Performance – Instrument & Voice
Assessment <ul style="list-style-type: none"> • Formative assessment completed every lesson • Summative assessment on performance half termly • Peer assessment activities • Teacher assessment of skills and knowledge to mastery level

Homework that will be set (general)

- Lesson reflections.
- Assessment preparation.
- Research tasks.
- Additional listening exercises

Extra Curricular activities available

KS3 Band
KS4 Band
School Choir
Music Technology
Musical Theatre
Instrumental lessons

Support available

LSA staff present in some classes.
Music department prefects
Music staff available during lunch.

Groupings or setting

Music is taught in mixed ability groups, opportunities for development of G&T students through promotion of leadership roles; support for SEN through differentiation by outcome, task and support.

What parents can do to help

- Monitor and assist students with homework tasks.
- Provide opportunities for students to play a musical instrument.
- Make a musical instrument available for home use – guitar or keyboard recommended.

Member of staff to contact if you have any queries: Mr Sheehan and Ms Lord

Physical Education

Aims of the course

To provide all pupils with an enjoyable, satisfying and balanced curriculum and the opportunity to develop physically, socially and cognitively.

The curriculum offers a comprehensive range of activities and roles to meet the needs of all pupils allowing them to develop skills, make and apply decisions, develop their physical and mental capacity, evaluate and inform and make informed choices about healthy, active lifestyles.

Programme of study by half term for 2019/20

Pupils have 2 x 1hour PE lessons per week. Activities covered throughout the year will come from a minimum of two of the areas below:

- Outwitting opponents: rugby, football, netball, hockey, basketball, tennis, rounders
- Accurate replication of skills: gymnastics, swimming, personal survival
- Performing at maximum levels: athletics
- Exercising to improve one's health: fitness
- Exploring and communicating ideas: dance

Pupils are assessed at the end of each block of activity according to National Curriculum Level data and also given an effort grade. Both results are recorded on our central tracking database and also in the pupils KS3 Planner

Assessment

Pupils are assessed every 6 weeks in the two sports they are taking part in. When the Progress Checks are completed this will represent the average grade the pupil has achieved throughout all sports. If pupils work below their target, they will be asked to attend an extra-curricular activity e.g. Fitness/Netball club.

Homework that will be set (general)

Homework is to practice further skills developed in lessons or to research particular sports on the internet. Attendance at least one extra-curricular sports club per week is recommended

Extra-Curricular activities available

A full and varied extra-curricular sports programme exists for all pupils in the school and a wide range of inter-school matches are played throughout the year.

Support available

Support is available for students following consultation with learning managers and SEN Department.

Groupings or setting

Groups in Year 7 work in set 1 (single sex) and set 2 (mixed gender). Changes are made throughout the year depending on ability and activity.

What parents can do to help

Encourage their child to attend extra-curricular sports clubs

Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons: this is the Government's minimum requirement.

Member of staff to contact if you have any queries:

Mrs Reid
Head of PE

Mr D'Silva
Head of Boys PE

Product Design

Aims of the course

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils will acquire a broad range of subject knowledge and draw on other subjects such as mathematics, science, computing and art. They will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Introduction to the subject Health and safety Sketching Skills	Sketching skills Wood and wood products as a resource, Research & Design steady hand game
Assessment Assessment Task 1 – Sketching Skills	Assessment Assessment 2 – Manufacturing
Spring term 2a	Spring term 2b
Planning, making and testing steady hand game	Gadget tidy Plastic based Products Research & Planning
Assessment Assessment 3 - Designing	Assessment Assessment 4 – Evaluation
Summer term 3a	Summer term 3b
Making Plastic elements and assembling Gadget tidy	Evaluation of product End of year test
Assessment Assessment 5 – Finished Product	Assessment Assessment 6 - End of Year Exam

Homework that will be set (general)

Homework will be set regularly to reinforce the teaching and learning during the design and research of each product, and review the making and evaluating of the product.

Extra Curricular activities available

During the making of products students will be expected to make arrangements with their teachers to catch up with any work that they miss.

Support available

A variety of support is available for students following consultation with learning managers and SEN Department

Groupings or setting

All groups are mixed ability within the school strands.

What parents can do to help

Provide your son/daughter a quiet place to do homework.

Show interest in what work they are doing. Make sure they show you their design work and finished product

Contact the department without hesitation if you have concerns.

Member of staff to contact if you have any queries:

Mr L Taylor

Mr J Limon

Mr N Bell

PSHE

As a part of your child's education at West Hatch High School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Students are expected to broaden their knowledge of the areas below through discussion and independent reflection.

Programme of study by half term for 2019/2020

Autumn Term 1a: Health and wellbeing	Autumn Term 1b: Relationships
<ul style="list-style-type: none"> • Transition into secondary school 	<ul style="list-style-type: none"> • Diversity, prejudice and bullying including cyber bullying
Spring Term 2a: Health and wellbeing	Spring Term 2b: Relationships
<ul style="list-style-type: none"> • Diet, exercise and how to make healthy choices 	<ul style="list-style-type: none"> • Managing on and off-line friendships
Summer Term 3a: Health and wellbeing	Summer Term 3b: Relationships
<ul style="list-style-type: none"> • The risk of alcohol, tobacco and other substances • Managing puberty and the issues of unwanted contact and FGM 	<ul style="list-style-type: none"> • Self-esteem, romance and friendships • Exploring family life

Religious Studies

Aims of the course

To enable young people to grow in their spiritual and moral awareness and to develop understanding of, and respect for, people of different faiths and cultures. Pupils will be encouraged to reflect upon their own beliefs and values as well as those of the six major world religions. In so doing we seek to contribute to the vision expressed in the Essex Curriculum Statement.... *'that all, for the benefit of all, are able to shape their destinies and create a better world'*.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
Introduction to Religious Studies? What is Religion? Ultimate Questions. The Golden Rule. Belief & Faith. Major World Religions.	The Life of Christ – Birth, Miracles, Parables, Death, Resurrection.
Assessment Mini Project on Belief & Faith in any major world religion	Assessment 5 part GCSE style assessment on the Life of Christ
Spring term 2a	Spring term 2b
Inspirational Figures: Maximillian Kolbe. Rosa Parks. Martin Luther King Jr David Wilkerson/Nicky Cruz	Inspirational Figures
Assessment GCSE style assessment on Inspirational Figures	Assessment GCSE style assessment on Inspirational Figures
Summer term 3a	Summer term 3b
Islam - Five Pillars	Festivals
Assessment The end of year examination – 5 part GCSE question	Assessment GCSE style assessment on Festivals

Homework that will be set (general)

Homework will be set weekly/fortnightly as only 1 lesson of Religious studies each week.

Extra-Curricular activities available

Visits from members of local faith groups
Visit to local church

Support available

School Library and Homework Club.

Groupings or setting

Groups will be banded throughout Humanities subjects.

What parents can do to help

- Check the learning gateway for homework that is set and deadlines
- Go over lesson content and discuss their learning
- Help pupils with research and revision before assessments

Member of staff to contact if you have any queries:

Mr Stephen Windsor

Science

Aims of the course

Pupils in year 7 will complete KS3 over 2 years, allowing them to spend longer on their GCSEs. We aim to give pupils a thorough grounding in the sciences and the scientific method, as well as developing their personal learning and thinking skills.

Pupils will complete an introductory topic, covering key science skills and lab safety. They will then move on to cover 5 topics, each lasting approximately half a term. These topics cover a diverse range of subjects, from traditional biology, chemistry and physics, to environmental science.

A baseline test covering Key Stage 2 skills and content is taken close the start of the year. There will be a test at the end of each topic and an end of year examination, which will cover all but the last topic of the year. A particular emphasis is placed on scientific and mathematical skills, as these are vital to enable pupils to succeed at GCSE and beyond.

Programme of study by half term for 2019/20

Autumn Term: 1a	Autumn Term 1b
Introduction to Science Science Skills	Biological foundations
Assessment: Baseline Test Science Skills Test	Assessment: Biological foundations Test
Spring term 2a	Spring term 2b
Forces	Particles and materials
Assessment: Forces Test	Assessment: Particles and materials Test
Summer term 3a	Summer term 3b
Energy transfer	Biological ecosystems
Assessment: Energy transfer Test	Assessment: End of Year Exam Biological ecosystems Test

Homework that will be set (general)

Homework relating to the topic pupils are studying will be set once a week. Homework may include a written task, research, revision or exam question. Some longer project-based work may also be set. Deadlines and details of the tasks will be posted on Show My Homework to enable parents to ensure their children are up to date

Extra-Curricular activities available

The department has an active science club that runs after school on Monday. The club offers activities such as fingerprinting, flame tests, making slime, making a wormery, fruit cell batteries and investigating non-Newtonian fluids

Support available

Pupils may seek help from their subject teacher at any stage. Additional support materials can be found on the student area of the Learning Gateway.

Groupings or setting

Year 7s are all taught in mixed ability groups initially. This is reviewed following the baseline test and one top set on each side of the year is established. All other groups are mixed ability. Groupings are reviewed after each test and pupils may move as necessary.

What parents can do to help

Parents can help by ensuring pupils are keeping up with homework – details and deadlines can be viewed by parents on Show My homework. Parents can also discuss targets set on the assessment feedback sheets with their child, to reinforce what their child needs to do to progress.

Member of staff to contact if you have any queries:

Mr G Hikel – Head of Department

Mr P Mathison – KS3 Coordinator

Spanish

Aims of the course:

Pupils will study: Introductions and personal ID, School, Family, Home, Town and Free time. They will learn to use the present and near future tenses.

Programme of study by half term for 2019/2020

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> Spanish pronunciation Introducing yourself, personality and where you live Adjectival agreements Describing siblings Describing pets 	<ul style="list-style-type: none"> Describing likes and dislikes Using present tense to describe free time and sporting habits Describing the weather Reading preferences
Assessment Speaking assessment:	Assessment
Spring Term : 1a	Spring Term 1b
<ul style="list-style-type: none"> School subjects and adjectives Giving opinions Describing the school facilities Present tense we form, AR/ER/IR verbs 	<ul style="list-style-type: none"> Describing family Describing pets Describing myself and others Describing where you live Cultural aspect: carnival in Cadiz.
Assessment Writing and translation	Assessment
Summer Term : 1a	Summer Term 1b
<ul style="list-style-type: none"> Describing town/village Telling the time Ordering food in a coffee shop Near future tense to describing future plans Listening for detail 	<ul style="list-style-type: none"> Learning about Spanish festival and creating a brochure.
Assessment End of Year Exam: Speaking / Listening / Reading / Writing	

Homework that will be set (general)

A vocabulary test will be set every week and 1 piece of written/reading work will be set once a week too.

Support available

Work is differentiated for pupils for different abilities.

Vocabulary provided

Groupings or setting

Mixed ability

What parents can do to help

Contact Head of Department or subject teacher with any queries.

Help student practice vocabulary at home.

Use websites eg. Linguascope and atantot.

Member of staff to contact if you have any queries:

Head of Department: Mrs Gambino