WEST HATCH HIGH SCHOOL

Year 8 Course Outlines 2019/20

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

Art

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.
Still Life Painting Project autumn term. Accurate observational drawings of objects of their own choice using construction techniques, symmetry, ellipses, shape and form. Pupils produce a still life of three objects on a tablecloth inspired by the work of Cézanne and other still life artists. This is enlarged to produce a still life painting. Cubist Portrait Project, spring term. Pupils produce a self-portrait drawing from observation. After looking at cubism and the work of Picasso, they develop their own designs creatively. The most successful idea will then be enlarged using oil pastels. Printing Project, summer term. Pupils explore and develop ideas based on designs from different times and cultures

Programme of study by half term for 2019/20

Autumn Term: 1a	**Autumn Term 1b**
Still Life Painting Project Drawing, colour pencils and painting.	Still Life Painting Project Drawing, colour pencils 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**
Cubist Portrait Project Drawing and Oil Pastels.	Cubist Portrait Project Drawing and Oil Pastels.
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**
Printing Project Expressive heads, cultural patterns, lino.	Printing Project Expressive heads, cultural patterns, lino.
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:
Head of Art and Design: Mr G Hanley

Computer Science

The Key Stage 3 Curriculum introduces all of 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 2019/2020 Computer Science

Year	Lesson Objectives	Term
8	**Computer Hardware**: It is a theory unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change	1
8	**Computer software:** it is a theoretical unit covering the basic principles of a computer system. Pupils will revise the different types of software available and needed for a computer system to run. The use of applications and systems software. They will also learn more about the operating system, the functions and the utility software available. They will link their previous learning and develop theoretical computer systems which are specific to user needs for example those with a disability.	2
8	**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.	3
8	**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.	4
8	**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.	5

8	**Next steps to Python:** Students learn to use a spreadsheet (formulae, vlookup, graphs) and to use a database management system (relationships, form, queries and reports).	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 afterschool homework club, Monday and Thursday 3.10pm-4.10pm

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.bbcbitesize.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

Programme of study by half term for 2019/20

Autumn Term: 1a	**Autumn Term 1b**
Stage From Play Script Students will develop upon the skills learnt in year 7 in relation to the ways in which an actor can use and manipulate the space in which they are performing. This unit will be based around a script called Enies Illucinations	**Sweeney Todd – Promenade Performance** Students will be introduce to the Sweeney Todd text and investigate the historical context of the piece whilst developing clear characterisation for the protagonists. Students will apply the skills learnt in term 1A to create a promenade performance based in Victorian London
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 Sweeney Todd and the Promenade performance style
Spring term 2a **Stage Combat and Physical Theatre** **Students** will be introduced to the basic elements of a safe stage combat sequence. They will focus on the skills of timing, positioning and sequencing in order to link combat moves together successfully.	**Spring term 2b** **Refugee Boy – 'This War' scene – Performance In the Round** Students will be introduced to the story of Refugee Boy, before exploring the themes of the text (Persecution and Racism). Student will them apply the techniques learnt in terms 1a & 2a in order to create a performance. This should include a stage combat sequence and be performed 'in the round'
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
Summer term 3a	**Summer term 3b**
Theatre to Educate	**Performance for a child audience**

Student will learn how to explore the theme of 'Social Media'. They will explore using their performance skills the potential dangers and benefits of the internet society we live in. Students will also learn about Augusto Boal's Forum Theatre.	Student will select on of Roald Dahl's Revolting Rhymes to adapt and perform for a year 5-6 audience which could be performed during the near year 7 induction day. This will need to be performed in an End on configuration.
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.

Homework that will be set (general)

Homework will be set to support the work taking place in the classroom.
The regularity of this will depend entirely on the unit being studied and the demands of the work being carried out in class

Extra-Curricular activities available

KS3 Drama Club – Wednesday 3:15 – 4:15

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	**Conflict Unit – Poetry and Modern Novel**	Sept-Oct: 7 weeks and 1 day Assessment: Compare how the reality of war is presented in 'Dulce Et Decorum Est' and one other poem you have studied. Literature AO1, AO2 and AO3.	• Alliteration • Assonance • Extended metaphor • Imagery • Irony • Metaphor • Onomatopoeia • Personification • Sibilance • Simile
Autumn 1b PC1b:8th - 19th November	**Conflict Unit – Modern Novel** Mixed Ability: Hatch: The Boy in the Striped Pyjamas West: Private Peaceful Top Sets: The Book Thief	Nov-Dec: 7 weeks Assessment: An essay based on theme/or character. Literature AO1, AO2, AO3, AO4.	• Protagonist • Antagonist • Foreshadowing • Dramatic Irony • Perspective • Personification • Narrative Voice • Semantic Field • Pathetic Fallacy • Flashback
Spring 2a	**Romeo and Juliet**	Jan-Feb: 6 weeks Assessment: Explain how far you think Shakespeare presents Lord Capulet as a good father. Literature AO1, AO2, AO3, AO4.	• Prologue/cyclical structure • Oxymoron • Courtly love tradition • Soliloquy & aside • Foreshadowing • Dramatic irony • Tragedy features • Biblical language / allusion • Light/dark motif / imagery
Spring 2b PC2b:24th February – 3rd March	**Media Unit**	Feb-Apr: 6 weeks Assessment: An assessment based on Media. Language AO5, AO6.	• Genre • Fiction • Non-Fiction • Purpose • Audience • Tone • Register • Form
Summer 3a	**19th Century Childhood** Students will study extracts from: Oliver Twist Jayne Eyre Great Expectations	Apr-May: 5 weeks Assessment: Compare how childhood is presented in one prose and one Non-Fiction text. Literature AO1, AO2, AO3.	• First Person • Third Person • Omniscient Third Person • Foreshadowing • Exposition • Rising Action

	Secret Garden		• Climax • Falling Action • Resolution • Cliff-hanger
Summer 3b PC4:22nd - June - 3rd July	**Fairy Tales Reimagined**	Jun-Jul: 7 weeks Assessment: Write a description suggested by one of the pictures, or write the opening part of dark fairy tale. Language AO5, AO6.	• First Person • Third Person • Omniscient Third Person • Foreshadowing • Exposition • Rising Action • Climax • Falling Action • Resolution

Food & Textiles

The Year 8 course in Food and Textiles will build on prior learning from Year 7, again pupils will be spending approximately 19 hours working in each area.

The Food course will enable pupils to learn how to cook a range of predominately savoury dishes safely and hygienically. The recipes are designed so that pupils acquire further skills and techniques in food preparation, with greater emphasis placed on finishing techniques for food presentation. The pupils will apply their knowledge of nutrition and healthy eating, consider the factors that affect food choice and availability and continue to develop an understanding of where their food comes from.

In Textiles pupils will learn about fabric construction and different techniques used to embellish fabric. Pupils will be involved in Design and Make Tasks that will enable them to acquire further skills in order to make functional products.

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: Healthy Eating. Revising working safely, food safety, use of equipment, weighing & measuring. Cookery Skills: rubbing-in, peeling, slicing, combining, grating, use of hob and oven.	**Food:** Pasta and Sauces Cookery Skills: sauce making, pasta making, vegetable preparation, grating, slicing, chopping, draining, following a plan, time management.
Assessment 1 Demonstrate Practical Cookery Skills	
Spring term 2a	**Spring term 2b**
Food: Combining Ingredients to make food products. Cookery skills: cake making using whisking and creaming methods, pastry making, bread making, use of oven.	**Textiles:** Revise the use of the sewing machine and textiles equipment. Fabric construction. Practical Task: Cushion Cover
Assessment 2 End of Year Food Exam	**Assessment 3** Machining Skills Test
Summer term 3a	**Summer term 3b**
Textiles: Surface decoration techniques such as: tie-dyeing, hand embroidery, embellishment. Practical Task: Cushion Cover	**Textiles:** Surface decoration techniques – appliqué Practical Task: Fabric Bunting
	Assessment 4 End of Year Textiles Exams

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. When starting design projects
Encourage your child to visit a range of shops, galleries and museums to gain first-hand knowledge of existing products. 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:

Programme of study by half term for 2018-19

Autumn Term: 1a	**Autumn Term 1b**
• Facebook/present tense • Opinions • Issuing invitations/near future • Describing a date/perfect • A music event/3 tenses	• Parts of the body • Sport • Healthy eating/future • Plans to get fit • Fitness levels/3 tenses
Assessment Reading/writing – bullet points	**Assessment** Listening/speaking - photo

Spring Term : 1a	**Spring Term 1b**
• Jobs • Job qualities • Previous activities/imperfect • Future and past • Part-time jobs □	• Holidays • Asking questions • Adventure holidays/conditional • Holiday 'musts'/reflexive verbs • Describing a holiday • Combining tenses
Assessment Reading/writing	**Assessment** Listening/speaking - conversation

Summer Term : 1a	**Summer Term 1b**
• Visiting a tourist attraction • Young peoples' rights • Concerns and priorities • Shopping plans • Describing what makes you happy • Complex structures	• End of year exam • Environment • Being green • GCSE relationships
Assessment Exam preparation	**Assessment** Reading and listening exam Speaking and writing assessments

Homework that will be set (general)

Research, learning vocabulary, reading exercises and mini presentations (written and spoken) will be set. Homework should be weekly and last between thirty minutes and an hour.

Support available

Work is differentiated for pupils for different abilities.
Extension and reinforcement suggestions on the Learning Gateway.
Vocabulary booklet provided

Groupings or setting

Banded

What parents can do to help

Contact Head of Department or subject teacher with any queries.
Help student practice vocabulary at home.

Use the learning gateway links to websites eg. Linguascope, Access extra materials on the Learning Gateway.

Member of staff to contact if you have any queries:
Mrs Gambino

Geography

The Year 8 Course is designed to build on the general knowledge and techniques acquired in year 7 and to provide a foundation of knowledge for GCSE. The syllabus also meets some requirements of the Programme of Study of the National Curriculum for Geography.

Programme of study by half term for 2019/20

Autumn Term: 1a	**Autumn Term: 1b**
Impossible Places Students will look at what makes a place impossible and the global distribution of these places. This unit then looks at how human activity can create or change places that can be considered to be impossible to live in. Issues studied including problems of water supply in deserts, how plants and animals survive, how places like Las Vegas and Dubai can be made sustainable. Students go on to learn about the world's worst diseases and why diseases can also make places 'impossible' to live in.	Geography of My Stuff 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. Students will study activists such as Stacey Dooley and how they are raising awareness of issues like child labour in the media and they will think about how they can raise awareness of these issues in the fashion industry too.
Assessment Deserts and desertification test/decision making	**Assessment** Fiji water skills test
Spring term	
Tectonic Hazards This unit looks at causes and effects of volcanoes and earthquakes, and how people can try to predict, plan and manage these natural hazards. Examples from both the less and more developed world are used. There are opportunities for imaginative writing and research using ICT skills.	
Assessment Decision making exercise in a volcanic area.	
Summer term 3a & 3b	
Environmental issues Students will learn about the issues our planet is facing at the moment – from climate change, deforestation and plastic pollution.	
Assessment Speech to UN	

Homework that will be set (general)

Tasks are set regularly as appropriate. Some homework's will form part of KS3 assessment pieces of work and may ask students to respond to assessment feedback.

Support available

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

Groupings or setting

Geography is taught in mixed ability groups with two top set classes.

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 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 Slavery and Civil Rights / WWI / WWII

Programme of study by half term for 2018/19

Autumn Term: 1a	**Autumn Term 1b**
The Slave Trade and the abolition of Slavery	The Civil Rights Movement
Assessment A source based assessment on life on the plantations during the era of slavery (Using evidence)	**Assessment**
Spring term 2a	**Spring term 2b**
WWI	WWI
Assessment A project at home based on life in the trenches during WWI	**Assessment** A written essay question on the causes of WWI (Communicating about the Past)
Summer term 3a	**Summer term 3b**
WWI!: causes, major battles and life on the homefront	WWII: causes, major battles and life on the homefront
Assessment	**Assessment** Summer exam assessing all 5 skills in the style of a GCSE paper

Homework that will be set (general)

Various research / project work / extended written exercises / revision / Multiple choice quizzes to develop knowledge and understanding

Support available

LSA support in class
Support sheets to help pupils with written essays. These include sentence starters and graphic outlines

Vocabulary sheets and skills guides

Groupings or setting

Form groups – mixed ability

What parents can do to help

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

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 tress 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.
- 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.

Ratio, Proportion and rates of change:

- 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.

Geometry and Measure:

- 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 to 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.

Probability:

- 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.

Statistics:

- 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 • 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 • 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 • 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

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 2018/19:

Pupils have 2 x 1 hour 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 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:

Pupils in Year 8 are grouped according to their practical ability.

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:

Head of PE: Mrs Reid Head of Boys PE: Mr D'Silva

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**
Sketching Skills	Mood Light designing and planning - Plastic elements and processes.
Assessment Sketching Skills	**Assessment** Manufacturing
Spring term 2a	**Spring term 2b**
Mood light Making - making processes Moodlight evaluation	Pewter Casting project Research & Designing jewellery based product.
Assessment Making based assessment	**Assessment** Evaluation based assessment
Summer term 3a	**Summer term 3b**
Pewter Casting Planning Pewter Casting Making	Pewter Casting Evaluating End of year examination
Assessment Completed product assessment	**Assessment** End of Year Exam

The assessments cover the five different areas of design and technology - Research, Design, Planning, Making and Evaluation. Therefore, there can be some variation of the grade achieved by pupils in different areas even if they are making good progress within the subject.

Homework that will be set (general)

Homework will be set regularly to reinforce the teaching and learning during the five stages of the design process, that of Research, Designing, Planning, Making **and** Evaluating.

Extra-Curricular activities available

During the making of products students will be expected to attend extra-curricular **sessions** if their work falls behind for any reason. Staff are on hand at any point **during** the school day for any questions or queries.

Support available

Support is available for students following consultation with learning managers and **SEN** Department, also work is differentiated for individual students to suit their learning

Groupings or setting

All groups are mixed ability within the structure of 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, ask to see their design work and their finished products. Every product is theirs and will be taken home. Contact the department without hesitation if you have concerns. Read through the assessment criteria for each area and help your son/daughter understand how to achieve and progress.

Member of staff to contact if you have any queries:
Mr L Taylor

PSEC

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**
• Personal Safety, focussing on road safety • Alcohol and drug misuse and managing peer influence	• Tackling racism and religious discrimination, promoting human rights
Spring Term 2a: Health and wellbeing	**Spring Term 2b: Relationships**
• Mental health and emotional well-being including body image	• Online safety and digital literacy
Summer Term 3a: Health and wellbeing	**Summer Term 3b: Relationships**
• Managing change and loss	• Introduction into sexuality and consent • Introduction to contraception

Religious Studies

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**
Morality & Ethics: What is morality? How we make moral decisions. Conscience. Absolute & Relative Morality.	Philosophy of Religion: Is it reasonable to believe in God? Argument from Design. Argument from Causation. The problem of Evil
Assessment 5 part GCSE style assessment on Morality & Ethics	**Assessment** 5 part GCSE style assessment on Philosophy of Religion
Spring term 2a	**Spring term 2b**
Medical Ethics: Sanctity of Life, Abortion. Assisted Dying. Moral arguments for and against. Religious views.	The Holocaust
Assessment 5 part GCSE Question	**Assessment**
Summer term 3a	**Summer term 3b**
Holocaust ctd	Festivals
Assessment End of Year Exam	**Assessment** Mini Project on a religious Festival of your choice

Homework that will be set (general)
Homework will be set fortnightly as only 1 lesson of Religious studies each week.

Extra Curricular activities available
Summer trip to a Jewish Museum in Camden

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

Pupils in year 8 will complete the remainder of KS3 in 1 year, allowing them to begin working towards their GCSEs in year 9. 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 cover 6 topics, each lasting approximately 6 weeks. These topics cover a diverse range of subjects, from traditional biology, chemistry and physics, to environmental science and psychology.

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
Biological processes	Forces 2
Assessment: Biological processes Test	Assessment: Forces 2 Test
Spring term 2a	Spring term 2b
Particles and Materials	Biological diversity
Assessment: Particles and Materials 2 Test	Assessment: Biological diversity Test
Summer term 3a	Summer term 3b
Energy 2	Environmental chemistry
Assessment: Energy 2 Test	Assessment: End of Year Exam

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 questions. 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 Mondays, open to year 7 and 8. 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:
There is one top set on each side of the year, West and Hatch. 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:
Head of Department: Mr G Hikel
KS3 Coordinator: Mr P Mathison

Spanish

Pupils will study: friends and freetime; TV, film and holidays and shopping. Students will learn to use the present, near future and preterite tenses.

Programme of study by half term for 2019/20:

Autumn Term: 1a	**Autumn Term 1b**
• Introducing myself • Describing my friends • My town and free time • Simple future and present tenses	• T.V • Film • Making a date • Making excuses • Developing reading skills
Assessment Speaking and listening assessment Role-play: Interview	**Assessment** Writing assessment: email declining a date Reading assessment
Spring Term : 1a	**Spring Term 1b**
• Free time, holidays and preterite tense • Giving opinions using preterite tense • Comparing present and preterite tenses.	• Breakfast and the time • Market and numbers • Restaurant and forms of address • Talking about a special meal using the preterite tense.
Assessment Speaking assessment: Presentation on holiday experiences and dreams. Listening assessment	**Assessment** Writing assessment: Imaginative text describing dinner with a celebrity. Reading assessment.
Summer Term : 1a	**Summer Term 1b**
• Clothes and adjectives • School uniform • This and these • Comparisons and superlatives • Talking about a shopping trip • Present, simple future and preterite tense	• Spanish literature focus
Assessment End of Year exams: Speaking on recent shopping trip and future events Listening assessment.	**Assessment**

Homework that will be set (general):
Research, learning vocabulary, reading exercises and mini presentations (written and spoken) will be set. Homework should be weekly and last between 20 and thirty minutes.

Support available:
- Work is differentiated for pupils for different abilities.
- Vocabulary provided

Groupings or setting:
1 top set, the rest of the year is 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