

ENGLISH

Subject	Head of Department
English	Ms C. Coe
<p>Students will be assessed for writing, reading and speaking & listening. Students will participate in a writing workshop once a fortnight, which will focus on vocabulary acquisition, creative writing skills, and Accelerated Reader progress.</p>	
<p>The units of work are: Stories of Literature (including <i>The Epic of Gilgamesh</i>, <i>Beowulf</i> and <i>The Canterbury Tales</i>) Introduction to Shakespeare (<i>Othello</i>) Introduction to the Gothic Modern Drama (<i>Journey's End</i>) 21st Century British Fiction (<i>Boys Don't Cry</i>)</p>	
<p>Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction. We recommend your student begins by finding non-fiction they are interested in, e.g. the Guardian's football section on their website, games journalism. Reading and developing vocabulary acquisition will be important for all subjects, not just English.</p>	
<p>Additional subject support available: Check the WCGS Learning Drive on Google. Students are also advised to reread texts studied in class, as this will help with knowledge retention and understanding of whole texts.</p>	

MATHS

Subject	Head of Department
Maths	Miss G. Bird
<p>The Year 7 and 8 Scheme of Work covers the National Curriculum for Key Stage 3 within two years. The end of year tests include SATS-style questions and questions which form a good transition to the new GCSE 9-1 grades.</p> <p>The department pioneers an investigative and problem-solving approach to the study of mathematics, aiming to inspire and support students to develop mathematical confidence, initiative and creativity.</p> <p>We will be monitoring student progress using the new GCSE 9-1 grades.</p>	
<p>Year 7 Scheme of Work main contents:</p>	

Number: Decimals, fractions, percentages, properties of whole numbers, factors, indices, negative numbers, BIDMAS, Proportion, Prime factor form, squares, cubes and higher powers, fractional arithmetic, written calculations, rounding .

Algebra: Sequences, rules of algebra, straight line graphs, forming and solving linear equations, substituting in values, sequences and the nth term, formulas and expressions.

Geometry: Area and perimeter, metric and imperial units, angles, transformations, symmetry, constructing triangles, area and perimeter of circles, compound shapes; angles in triangles and geometrical reasoning, area of parallelograms and trapezia, volume of prisms.

Statistics: Averages and range, probability, displaying data, data handling, averages, measures of spread, frequency tables, stem & leaf diagrams, scatter graphs, and writing statistical investigations.

Course text books

Students will be provided with the following textbooks:

Essential Maths 7H, 8H and 9H textbooks by David Rayner, Elmwood Press.

7H ISBN 9781902214733: <http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214730>

8H ISBN 9781902214764: <http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214765>

9H ISBN 9781902214795: <http://astore.amazon.co.uk/wallcoungrams-21/detail/190221479X>

Recommended additional reading materials

The school subscribes to, and makes extensive use of www.mymaths.co.uk and www.drfrstmaths.com. Students should ask their teachers for their individual logins to these websites.

To stretch themselves, students should explore the problems & puzzles at www.nrich.maths.org

All students take the UKMT Junior Maths Challenge in April. Information and resources for this competition can be found here:

<http://www.ukmt.org.uk/individual-competitions/junior-challenge/>

Additional subject support available

All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher. They may also ask a Sixth Former to help them.

There is a lot of information on the course, including previous SATS papers, on the Maths pages of the school's Google Learning Drive.

Additional information

Students need to bring to every Maths lesson the following essential equipment: their own scientific calculator (marked/engraved with the student's name), protractor, ruler and compass.

The calculator that we recommend that will take students all the way through from Key Stage 3 to A Level, is the 'Casio FX-991EX ClassWiz Advanced Scientific Calculator' (this will be available to buy through Parent Pay).

BIOLOGY

Subject Biology	Subject Leader Mr Smith
Introduction	

In KS3 Biology students undertake a course of study that teaches skills and knowledge in an exciting and interesting way to promote discovery and exploration. Themed units set the scientific content in relevant contexts, which brings Biology to life!

Assessment

Students undertake tasks based on the units of study. These tasks can be projects, investigations or foundation level GCSE questions, but all of them allow students to see exactly what they need to do to achieve the grade they are aiming for and to chart their progress and areas for improvement against a structured success criteria.

Units

Communicating as a Scientist - How do we communicate as scientists?

Cells & Organisation - What are organisms made of?

Human Reproduction - What organelles are involved in human reproduction?

Digestion - How do humans digest their food?

Movement - Investigating locomotion in humans- how do we move?

Variation - How do organisms differ within and between species?

Ecosystems & Interdependence - How are animals adapted to their environment? A visit to London Zoo!

Individual Investigative skills Assignment (IISA): How do scientists carry out investigations?

CHEMISTRY

Subject	Subject Leader
Chemistry	Mr D. Cole
Introduction In Year 7 we start to prepare students for their GCSE course by developing their practical skills and fundamental chemistry knowledge. This will give them an excellent grounding for key stage 4 and provide them with an understanding of the world around them.	
Assessment Assessments will be based on foundation level GCSE questions on the topics covered.	
Students will study the following topics: Safety in the Lab: Students start by learning how to be safe scientists in the lab. The Bunsen Burner: How to use a Bunsen burner effectively and safely. Elements, Compounds and Mixtures: an introduction to the particle model and the way that particles interact with each other. We look at the different states of matter and the movement of the particles in these different states. Separating Substances: the students learn various experimental techniques for separating substances, linking together the practical and theoretical elements of Chemistry. Types of Chemical reaction: the students are introduced to all the different kinds of chemical reactions that they will come across over key stage 3 and 4. Acids and Alkalis: the students learn about what acids and alkalis are, and how they behave.	

PHYSICS

Subject Physics	Subject Leader Mr J. Croft
Introduction At Key Stage 3, students study fundamental concepts of Physics in preparation for their GCSE course. There is a focus on developing pupils' practical skills.	
Assessment In Year 7 students are assessed topic by topic throughout the year using written exams.	
Students will study the following topics: Forces & Motion Energy Space	
Additional Resources Physics for you textbook (any edition) CGP Key Stage 3 Physics Higher level Study & Question book (ISBN 978 1 98294 112 5) CGP Key Stage 3 Physics Higher level The Workbook (ISBN 978 1 84146 439 8)	

FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn communicative language that enables them to enact short dialogues, write mini-essays and read and understand a range of texts (including songs, poems, adverts, etc.) in French.	
Main Y7 content: giving and seeking personal information, describing where you live, talking about family and home, describing pets, telling the time, talking about important dates and events in the year, clothes, weather, places in town, directions, school subjects, food, drink and leisure activities.	
The textbook used is Dynamo 1. Each student has a copy of the textbook and is given access to online homework and practice exercises on Active Learn as well as other reputable websites. Students are also asked to purchase a Tricolore Grammar in Action 1 workbook in September which is mainly used for practice and reinforcement of various grammar points learnt in class.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to use the language in class as much as possible, be it through pair work, group work or meaningful games. There is also a strong focus on phonics to help students decode and acquire new vocabulary as well as understanding and producing the language more accurately.	
We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of France and other French speaking countries.	
At the end of each unit taught, we assess our pupils on two or more of the main language skills (listening, reading, speaking, writing and translation), as well as grammar and vocabulary. Most of the assessments are modelled on the tasks students will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.	

SPANISH

Subject	Subject Leader
Spanish	Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn communicative language that enables them to enact short dialogues, write mini-essays and read and understand a range of texts (including songs, poems, adverts, etc.) in Spanish.	
Main Y7 content: giving and seeking personal information; talking about your hobbies and the weather; describing your school; talking about school subjects and teachers; talking about family and home; describing people and pets; telling the time and talking about future plans; describing your town; ordering food and drinks.	
The textbook used is <i>Viva 1 (Segunda edición)</i> . Each student has a copy of the textbook and is given access to online homework and practice exercises on Active Learn as well as other reputable websites. Students are also asked to purchase a <i>Viva Workbook 1A</i> in September which is mainly used for practice and reinforcement of content learnt in class.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to use the language in class as much as possible, be it through pair work, group work or meaningful games. There is also a strong focus on phonics to help students decode and acquire new vocabulary as well as understanding and producing the language more accurately.	
We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of Spain and other Spanish speaking countries.	
At the end of each unit taught, we assess our pupils on two or more of the main language skills (listening, reading, speaking, writing and translation), as well as grammar and vocabulary. Most of the assessments are modelled on the tasks students will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.	

GEOGRAPHY

Subject	Subject Leader
Geography	Mrs N Evans
KS3 Geography The study of Geography at WCGS involves exploring a wide range of topics and learning a broad range of new skills to become an expert Geographer throughout your time as a student here. In Year 7 you will learn about many different places, cultures, processes and interactions. Geographers will also have the opportunity to develop their skills in ICT, GIS, map reading, data presentation, analysis and evaluation. We recommend that all students have access to an atlas to support their independent work.	
Assessment Assessment in Geography takes many different forms e.g. decision making tasks, multiple choice and longer answer tests, all of which are explained thoroughly and give students the opportunity to show originality and creativity whilst practicing essential written skills.	
Topics of Study Coasts Map skills	

Africa
Global economy
Environments
Fieldwork

HISTORY

Subject
History

Subject Leader
Dr K. Meek

History is the study of how people lived, thought and acted in the past. We seek to understand why events happen and what effects they have. We are interested in how the world has changed over time and what the significance of events and individuals is in bringing about that change. We learn skills of analysis and evaluation. We learn how to interpret and use source materials to build robust historical arguments. We learn how to write fluent and persuasive essays based on skilful use of reason and evidence. We also learn how to debate issues, to form and challenge opinions and formulate judgements. In Year 7 we focus on the 'Great Tales' of British History from 1066-1750. We learn about:

- The invaders and invasions of early Britain, including the Romans, Anglo-Saxons, Vikings and Normans;
- The development of power and conflict in Medieval and Early Modern Britain, looking specifically at competition between: the King and the Church; the King and his Barons; the King and his people; and conflict between nations and religions.
- Life in the Middle Ages and in the Early Modern Britain, and how this changed over time
- Some of the great events that affected people in London itself, including the Plague and the Great Fire of 1666.

Assessment

Students undertake levelled assessments at key points during the year. These consist of essays or source-based tasks. In class, there will be a strong emphasis on group work and social learning in which students are encouraged to talk through their ideas and debate. We also seek to challenge our students through regular deep-thinking questions, and additional reading assignments that help build towards GCSE. Assessments will regularly be peer- and self-assessed, as well as teacher-assessed, in line with the whole-school approach to assessment. We seek to engage our students in a dialogue in assessments as a means to supporting their progress.

RELIGIOUS STUDIES

Subject Religious Studies	Subject Leader Mr A Philippou
Identity What gives us our identity? How are shared identities helpful? How can they be dangerous, and how can we manage these risks?	
Hinduism Are you more than just your physical body? Should we follow a plan for our lives? Can humans understand and experience the divine?	
Ultimate Questions Why is there something rather than nothing? Does the world show it had a designer? Where do our moral principles, religious experiences or miracles come from? Why would a loving God allow evil and suffering?	
Spirited Arts How can art be used to explore questions where logic struggles?	

LATIN

Subject Latin	Subject Leader Ms Z. Boland
<p>In Year 7 students will begin their study of Latin using the Cambridge Latin Course (book 1). They will be introduced to the fundamentals of the language by means of stories set in Roman Pompeii. They will begin to understand the intricacies of Latin language and grammar, develop confidence in reading and understanding the language, and form an appreciation of Roman civilisation and culture.</p> <p>Verbs 1st, 2nd, 3rd, and 4th conjugation (eg. porto, doceo, traho, audio) Present, imperfect, and perfect tense</p> <p>Nouns 1st, 2nd, and 3rd declension (puella, servus, mercator, leo) Nominative, accusative, and dative case</p> <p>Vocabulary All words from stage 1-12 vocabulary lists</p> <p>Culture and Civilisation Topics include: public and domestic architecture, trade and the economy, theatre, social hierarchy, gladiatorial games, Roman baths, rhetoric and politics, Pompey and the eruption of Vesuvius.</p>	
Textbooks Cambridge Latin Course: Book 1 (Provided in hard copy by Ms Boland and also available online)	

CLASSICS

Subject Classics	Subject Leader Ms Z. Boland
<p>Each student in Year 7 will have a fortnightly Classics lesson with our headmaster, Mr. Bean. The aim of this programme is to introduce pupils to the foundational myths of Western culture, which they will encounter time and again in all humanities subjects. The emphasis is on a close reading of ancient sources on a new theme each lesson.</p> <p>Topics Topics include: the roles of the gods, creation myths, the underworld, the relationship between gods and mortals, mythology and architecture, and heroism.</p>	
<p>Textbooks Greek Mythology Source Pack (Provided by Mr Bean)</p>	

MUSIC

Subject Music	Subject Leader Mrs J. Martin
<p>Introduction In Year 7 students develop performance, composition, listening and notation skills through study of a variety of styles of music. Most lessons feature a high proportion of practical work with a particular emphasis on keyboard skills as these help students access all the other areas of the subject more readily and in a more meaningful way.</p>	
<p>Assessment Their work is assessed and levelled either weekly or at the end of the unit. The assessed work can be performances, compositions or occasionally written research tasks or evaluations. Students are given booklets that show them what they need to learn to achieve each level. We also inform them of what level they should be aiming for in each project. During the exam week students will do a short listening exam that is based on the topics learned during the year.</p>	
<p>Units Rhythm – Students learn how to read, write and perform rhythms. Keyboard skills – Students learn the basic technique of how to play the keyboard and read music notation Western Classical Music – Students learn about three famous classical composers and also how to play one piece in this style on the keyboard. Students will also develop ensemble skills in this unit. Melody Composition – Students learn how to compose their own melodies using computer software called <i>Sibelius</i>. Vocal Music – Students learn about different styles of singing, and the history of vocal music, covering opera and musical theatre.</p>	
<p>On top of the curriculum we also offer music clubs, for example a music technology club, choir and instrumental group. We are also offering 1-to-1 instrumental lessons, please email jmartin129.319@wcgs.foliotrust.uk if you are interested. We also have annual concerts and House Music events which we encourage everyone to take part in.</p>	

COMPUTER SCIENCE

Subject Computer Science	Subject Leader Mr J Barwick
Introduction In Year 7, students are introduced to Computer Science and programming. They will develop their basic understanding of the structure of coding and learn how to construct a program in different languages.	
Assessment Their work is assessed at the end of the unit. The assessed work can be a practical assessment based on the student's coding skills, a written assessment on theoretical understanding or occasionally research tasks or evaluations.	
Units Flowgorithm The core programming constructs and algorithms using Flowgorithm Cyber Security An understanding of cyber security, analysing the vulnerability of a computer system and what can be put in place to help BBC Microbits Word Processor The core programming constructs and programming skills in Java Word Processor Learn functional skills using Google Docs Code.org The core programming constructs and programming skills in Python Spreadsheets and Mail merge Learn functional skills using Google Sheets	

ART

Subject Art	Subject Leader Ms L Musselbrook
Curriculum Pupils are taught for one hour each week and are given homework tasks normally once a fortnight unless the pupils are asked to bring in resources or research information.	
Introduction When pupils start Art & Design in year 7 they are given an art journal to record some classwork and most of their homework. Pupils are encouraged to purchase an art pack with a range of equipment – drawing pencils, quality coloured pencils, fine line pens, watercolour paints, brushes, pastels – to enable them to make more progress and produce quality homework.	

Course Content

Autumn Term - 'Modern Narratives' – Key Techniques: Observational drawing / Research / Graphic Design / Photography / Collage

Spring Term – 'Portraiture' – Key Techniques: Drawing / Painting / Photography / Digital

Summer Term – 'Masks' - Key Techniques: Collage / Painting / Printmaking / Digital

Assessment

Pupils are assessed for key tasks over the course of a project. Typically these will take place three times a term and will concentrate on one or more of the key skill areas: Artists / Experiment / Record / Outcome - these are the same skills that will be assessed at GCSE and A Level.

Extension

We encourage personal visits to galleries/museums and places of interest to inspire our pupils and extend their knowledge and appreciation of the many aspects of art, craft and design. The following London galleries are suggested:- Tate Modern, Tate Britain, National Gallery & National Portrait gallery, British Museum, Royal Academy of Art and the Victoria & Albert museum. These institutions also have excellent digital resources.

DRAMA

Subject	Subject Leader
Drama	Mr P. Grace
<p>In Year 7 the students are introduced to drama and theatre, exploring their own creativity and the history of world theatre, including the work of key practitioners. They will develop a range of dramatic skills, including:</p> <ul style="list-style-type: none">● working individually and collaboratively to devise and present scripted and unscripted work, which maintains the attention of an audience;● extending their spoken repertoire by experimenting with language in different roles and dramatic contexts;● using explorative strategies to discover more about a variety of situations and texts;● reflecting on and evaluating their own presentations and the work of others;● exploring and developing ideas, issues and relationships through work in role;● developing the dramatic skills that enable them to create and sustain a variety of roles;● taking creative risks to push beyond their initial response to a task and encourage deeper thinking and creative experimentation.	
<p>In Year 7, topics include:</p> <ul style="list-style-type: none">● World Theatre● Pantomime● Puppetry● A Midsummer Night's Dream	

- Greek Theatre
- Designing for Theatre
- Lord of the Flies **(Written exam)**

Lessons are designed to encourage students to develop specific performance skills, including vocal clarity and effective movement. We endeavour to embed skills that build the emotional intelligence of our students such as resilience, self-management, team-working and creative thinking.

Year 7 students are strongly encouraged to join a Drama club and to participate in House Drama each year. They will also take part in a whole-day “Play in a Day” challenge which requires them, working in their House teams, to devise, rehearse and perform a short play to an invited audience at the end of the day. WCGS also provides the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.

FOOD TECHNOLOGY

Subject Food Technology	Subject Leader Mrs D. Mason-Mullings
<p>Introduction</p> <p>Pupils are taught for one hour each fortnight. Pupils will learn a variety of cooking skills and techniques in addition to understanding the principles of healthy eating, food safety and hygiene, product analysis, sustainability and organic foods. Pupils will take part in a practical lesson on a monthly basis (every other fortnight) and will be called upon to use the techniques and skills they have learned previously. Pupils will be encouraged to source their own ingredients for practical lessons and to seek innovative ways of adapting the standard recipe they will be given.</p>	
<p>Assessment</p> <p>Pupils will not be tested formally in Year 7, however, they are regularly assessed on class work (including practical tasks) and homework. At the start of the academic year, pupils are given a target level to aim towards and are encouraged to improve and develop aspects of their work during the year.</p> <p>Assessments include self- assessment, peer assessment and class assessment which will allow pupils to assess what they need to do to achieve their target level.</p>	
<p>Topics and skills</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> ● Health & Safety ● Healthy Eating ● Sensory analysis ● Foods from different countries and cultures ● Organic farming and foods ● Sustainable foods ● Food Miles ● Fair Trade foods ● Function of Ingredients <p>A range of cooking techniques and methods will be taught, including:</p> <ul style="list-style-type: none"> ● becoming familiar with the cooking area; 	

- learning the safe use of a knife;
- using basic kitchen equipment;
- using the cooker safely (grill, hob, oven);
- preparing a range of fresh ingredients, e.g. peeling, grating;
- weighing and measuring ingredients.

WELLBEING

Subject Wellbeing	Subject Leader Ms Adams
HEALTH AND WELLBEING <ol style="list-style-type: none"> 1. how to manage transition 2. how to maintain physical, mental and emotional health and wellbeing; 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity 4. mental and emotional health and wellbeing. 5. how to assess and manage risks to health; and to keep themselves and others safe 6. how to identify and access help, advice and support 7. how to respond in an emergency, including administering first aid 8. the role and influence of the media on lifestyle 	
RELATIONSHIPS <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. how to recognise and manage emotions within a range of relationships 3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse and other violence and online encounters 4. about the concept of consent in a variety of contexts 5. about managing loss including bereavement, separation and divorce 6. to respect equality and be a productive member of a diverse community 7. how to identify and access appropriate advice and support 	
LIVING IN THE WIDER WORLD <ol style="list-style-type: none"> 1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. how to make informed choices and be enterprising and ambitious 3. how to develop employability, team working and leadership skills and develop flexibility and resilience 4. about the economic and business environment 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers 	
Assessment: There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts:	

Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships; 1.5 Diversity
Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding

P.E.

Subject P.E.	Subject Leader Mr D. Johnson
<p>The programme of study is as follows:</p> <p>Term 1 - Rugby skills and Basketball</p> <p>Term 2 – Table Tennis and Gymnastics</p> <p>Term 3 - Athletics, Cricket, Rounders and Softball</p>	
<p>In September two lessons are spent doing fitness and skills tests - Sit ups (Muscular Endurance); Standing Broad jump (Power); Alternate ball toss (Coordination); T-Test (agility); 20m Sprint (speed); the 12 minute Cooper run (cardiovascular endurance); Basketball throw test; Football dribble test and a rugby passing test.</p> <p>These tests are completed yearly to track progress and improvement in fitness levels.</p>	

GAMES

Subject Games	Subject Leader Mr D. Johnson
<p>The programme of study is as follows:</p> <p>Term 1 - Rugby</p> <p>Term 2 - Rugby / Football / Badminton / Table Tennis</p> <p>Summer Term - Athletics / Cricket / Rounders / Softball / Tennis / Basketball / Volleyball / Table Tennis</p>	
<p>There are several house events during the year - Rugby, Football, Table Tennis, Sports Day and Cricket as well as House cross country.</p> <p>Yr7 also compete in the Assault course during games to try and win the Manor Trophy.</p> <p>There are also a number of extra-curricular clubs run outside of PE and games lessons</p>	

DESIGN TECHNOLOGY

Subject Design & Technology	Head of Department Mr S. Weston
<p>We believe that Design Technology should be an enjoyable experience for all pupils. Our aim is to encourage pupils to foster an independent and discerning approach to their D&T project work, thus raising their self-esteem, self-discipline and their awareness of the impact of technology on their lives.</p> <p>Learning:</p>	

- To develop creativity using a range of communication and making skills that are central to designing and making.
- To be able to tackle increasingly complex tasks, where a proper balance is maintained between open ended capability tasks and structured resource tasks, working individually and collaboratively.
- To foster learning that is guided by discovery. Pupils will be encouraged to research, experiment and find things out for themselves - bearing in mind safety requirements at all times.
- As the pupils progress through the school they should be given more and more freedom to express themselves. In the senior school the pupils should be able to clearly identify a need for their product, i.e. identify their own problems, develop ideas, and independently produce a solution.

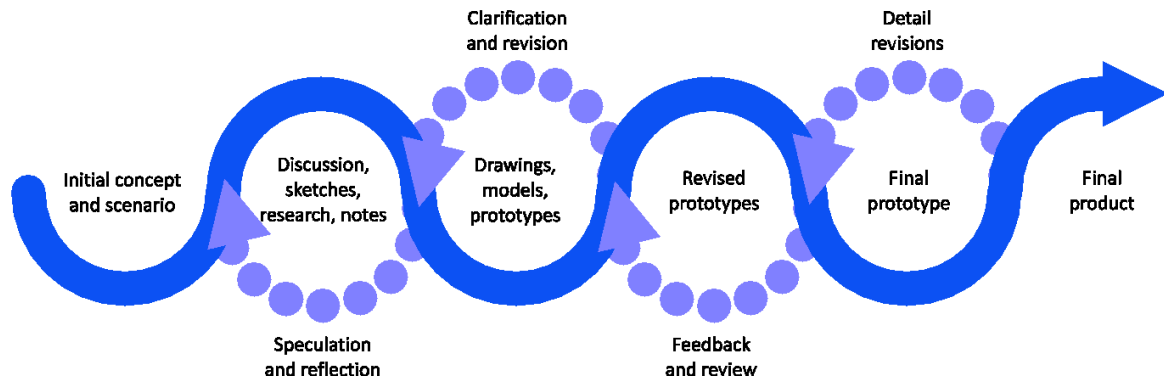
Teaching:

- To deliver Design and Technology in the National Curriculum for KS3 and KS4 pupils and to help each pupil to achieve as high a level as possible at each key stage.
- To foster awareness, understanding, and expertise in areas of creative thinking, that can be expressed and developed through Designing and Making.
- To promote an autonomous approach through the development of enquiry, initiative, resourcefulness, discrimination and application.
- To teach pupils to recognise and practice the necessary safety requirements when involved in all D&T activities.
- To provide an enjoyable experience up to the end of KS4, that encourages pupils to develop and continue their Design and Technology studies through to AS and A2 levels.
- To provide effective and efficient teaching to cover the wealth of knowledge and educational experience in a five year course.
- To make available to all students, over a Key Stage, the full range of contexts and materials described in the National Curriculum.

Assessment:

Pupils will follow the iterative Process of Designing to design & make quality products:

iPod iterative Process of designing



Year 7 Scheme of Work main contents:

Ultimate Kitchen Bin

What is Design & Technology?

Introduction to The Design Process

The work of existing designers

Creativity & presentation skills

Group work

Colour Changing Nightlight

Introduction to electronics

Workshop Safety, Woodwork

Techknowledge

Using CAD & CAM

3D modelling systems

