



## ENGLISH

<b>Subject</b> English	<b>Head of Department</b> Mrs C. Curtis
Students will be assessed for writing, reading and speaking & listening. Students will participate in a writing workshop and a reading workshop once a fortnight.	
The units of work are: <i>Animal Farm</i> Modern Drama ( <i>Coram Boy</i> ) Non-fiction Writing Introduction to Shakespeare ( <i>Othello</i> ) <i>Of Mice and Men</i> Persuasive Writing and Marketing	
<b>Recommended additional reading materials:</b> Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction.	
<b>Additional subject support available:</b> Check the WCGS Learning Drive on Google.	

## MATHS

<b>Subject</b> Maths	<b>Head of Department</b> Miss G. Bird
The <b>Year 7 Scheme of Work</b> covers the National Curriculum for Key Stage 3 (updated in 2013) within two years. The end of year tests include SATS-style questions and questions which form a good transition to the new 9-1 GCSE.	
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.	
We will be monitoring student progress using the new GCSE 9-1 grades.	
<b>Year 7 Scheme of Work main contents:</b>	
<b>Number:</b> 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**

**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](http://www.mymaths.co.uk) and [www.drfrostmaths.com](http://www.drfrostmaths.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](http://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**

One-to-one mentoring by Sixth Formers will be arranged for selected students.

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.

There will be a number of clubs available to students available to students and they should ask their teachers if unsure of their schedules.

#### **Additional information**

Students need to bring to every maths lesson their own scientific calculator (marked/engraved with the student's name), protractor, ruler and compasses.

In terms of what calculator students should have, see the letter sent out by Miss Bird, 'Maths Equipment and Calculators'. The calculator we recommend for KS3 and up to GCSE is the 'Casio FX-83GT PLUS School Scientific Calculator'. A more expensive calculator with more advanced features which many of our students move onto during their GCSE course is the 'Casio FX-991EX ClassWiz Advanced Scientific Calculator' (this will also be available to buy through Parent Pay).

## BIOLOGY

<b>Subject</b> Biology	<b>Subject Leader</b> Miss G. Farlow
<b>Introduction</b> 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!	
<b>Assessment</b> 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.	
<b>Units</b> <b>Communicating as a Scientist</b> - How do we communicate as scientists? <b>Organisms: Cells &amp; Organs</b> - What are organisms made of? <b>Genes: Human Reproduction</b> - What organelles are involved in human reproduction? <b>Organisms: Digestion</b> - how do humans digest their food? <b>Organisms: Movement</b> - Investigating locomotion in humans- how do we move? <b>Genes: Variation</b> - How do organisms differ within and between species? <b>Eco Systems: Interdependence</b> - How are animals adapted to their environment? A visit to London Zoo! <b>Individual Investigative skills Assignment (IISA)</b> : How do scientists carry out investigations?	

## CHEMISTRY

<b>Subject</b> Chemistry	<b>Subject Leader</b> Miss J. Gallagher
<b>Introduction</b> In Year 7 we start to prepare students for their GCSE course by developing their practical skills and fundamental chemistry knowledge.	
<b>Assessment</b> Assessments will be based on foundation level GCSE questions on the topics covered.	
<b>Students will study the following topics:</b> Hazard symbols and practical equipment Particle theory Periodic table, elements and compounds Mixtures and separating techniques Chemical symbols and formulae and equations Acids and Alkalis	

## PHYSICS

Subject Physics	Subject Leader Mr J. Croft
At Key Stage 3, students study Physics through several different themes, most lasting for around eight school weeks.	
In Year 7 students start the year on the Pirates theme, introducing ideas of density and forces and motion. When studying Rollercoasters, students apply their knowledge of different types of energy, and the costs of electricity to a real life scenario. Lastly in the Space module pupils learn about space, speed and motion, modelling, light and sound waves.	
In Year 8 students design their own venue in the Concerts Module, considering series and parallel circuits to set up the lighting, whilst thinking about sound waves in more detail to get the acoustics just right. They continue to explore light with strange reflections and the use of different colours in the Circus Module, during which they also consider forces and moments on acrobats. The Transport module encourages students to consider how pressure is applied in different modes of transport and sees students learning about magnets and electromagnets, applying their understanding to design a MagLev train. Finally, students should have built up the skill set to Save the Planet in the final module, which looks at heat transfer, different types of power station and what the future of generating electricity might be for the UK.	
Throughout the course, students will primarily be assessed by carrying out Rich Tasks bringing together different strands of Science, and in which they will be given success criteria for different levels so they know exactly what they need to do to improve their work. Towards the end of Key Stage 3 students will start to prepare for the more traditional End of Year Examinations, and will gain experience of GCSE style questions, which will ease the transition to studying for GCSE Physics which will begin in Year 9.	

## FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn a vast amount of French vocabulary and we cover various fundamental grammar points.	
<b>Topics include:</b> giving and seeking personal information, where they live, family and home, pets, talking about important dates and events in the year, clothes, weather, places in a town, directions, the time, school subjects, food and drink and leisure activities.	
The textbook used is Encore Tricolore 1 (YR7). Each student has a copy of the textbook and they are asked to purchase a Grammar in Action 1 workbook in September which is mainly used for homework exercises to practise various grammar points.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to participate in lessons as much as possible be it through pair work, group work or games.	
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 2 or more of their four skills (listening, reading, speaking and writing) as well as grammar. The speaking, writing and translation	

assessments are modelled on the tasks they 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

<b>Subject</b> Spanish	<b>Subject Leader</b> Mrs A. Gabriele(Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn a vast amount of Spanish vocabulary and we cover various fundamental grammar points.	
<p style="text-align: center;"><b>Topics include:</b></p> <ul style="list-style-type: none"> <li>a. Introducing yourself and counting up to 100</li> <li>b. Talking about the classroom, your school subjects and your teachers</li> <li>c. Giving opinions and reasons</li> <li>d. Talking about your family and pets</li> <li>e. Talking about your appearance and character</li> <li>f. Describing where you live</li> <li>g. Talking about your daily routine and the activities you do around the house</li> <li>h. Telling the time and saying what you do in your free time</li> <li>i. Talking about sports, what you like to do and what you are going to do</li> <li>j. Saying what your town is like</li> <li>k. Making and responding to invitations</li> <li>l. Talking about the weather</li> </ul>	
The textbooks used are Mira Express 1 (Yr7). Each student has a copy of the textbook and they are asked to purchase a workbook (Cuaderno A) in September which is mainly used for homework exercises to practise various grammar points.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to participate in lessons as much as possible be it through pair work, group work or games.	
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 2 or more of their four skills (listening, reading, speaking and writing) as well as grammar. The speaking, writing and translation assessments are modelled on the tasks they 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

<b>Subject</b> Geography	<b>Subject Leader</b> Ms S Mills
<p><b>KS3 Geography</b></p> <p>The study of Geography at WCGS involves exploring a wide range of topics and learning a broad</p>	

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.

**Assessment**

Assessment in Geography takes many different forms e.g. presentations, articles, posters, multiple choice and longer answer tests all of which are explained thoroughly and give students the opportunity to show originality and creativity.

**Topics of Study**

Geography of the UK and Map skills  
 Coastal processes and landscapes  
 Africa  
 River processes and landscapes  
 Globalisation  
 Ecosystems

Including a cross curricular fieldtrip to the zoo with biology to investigate animal adaptation.

**HISTORY**

<b>Subject</b> History	<b>Subject Leader</b> Dr K. Meek
<p>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. Over the course of the year we study:</p> <ul style="list-style-type: none"> <li>• The invaders and invasions of early Britain, including the Romans, Anglo-Saxons, Vikings and Normans;</li> <li>• The development of power in Medieval Britain, including how William the Conqueror consolidated his power, the competition between Church and State in the reign of Henry II, the causes and key features of Magna Carta, the Peasants Revolt and the origins of Parliament</li> <li>• Life in Tudor and Stuart England and the causes and key features of the English Civil War.</li> </ul>	
<p><b>Assessment</b></p> <p>Students undertake levelled assessments at key points during the year. These consist of essays or source-based tasks. In addition, we undertake more hands on tasks, including building model castles. 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. Assessments will regularly be peer- and self-assessed, as well as teacher-assessed, in line with the whole-school approach to marking. We seek to engage our students in a dialogue in assessments as a means supporting their progress.</p>	

## RELIGIOUS STUDIES

<b>Subject</b> Religious Studies	<b>Subject Leader</b> Dr M. Young
<b>Autumn Term - Hinduism</b> Are you more than just your physical body? Should we follow a plan for our lives? Can humans understand and experience the divine?	
<b>Spring Term – Islam</b> Should our moral beliefs guide our laws for society? Is faith or action more important? Can we understand or depict God?	
<b>Summer Term: - Judaism</b> What is God's relationship to humanity? What challenges are there for someone preserving ancient traditions today?	

## LATIN & CLASSICS

<b>Subject</b> Latin & Classics	<b>Subject Leader</b> Mr B. Greenley
<p>In Year 7 students will learn Latin through studying the fall of Troy. In addition the language element of the course students will also learn about the creation of myths, the gods and heroes in the ancient world. Though use of both ICT and standard textbooks the students will learn how to read and write Latin as the Romans did, whilst learning about one of the most influential civilisations of the ancient world.</p> <p><b>Verbs</b> Present tense regular verbs Present tense irregular verb <i>esse</i></p> <p><b>Nouns</b> Nominative, Accusatives, Genitive, Dative and Ablative cases (Singular &amp; Plural)</p>	
<b>Textbooks</b> Latin to GCSE (Provided by Mr Greenley)	

## MUSIC

<b>Subject</b> Music	<b>Subject Leader</b> Mrs J. Martin
<b>Introduction</b> In Year 7 students develop performance, composition, listening and notation skills through study of 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.	

**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 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.

**Units**

**Rhythm** – Students learn how to read, write and perform rhythms.

**Keyboard skills** – Students learn the basic technique how to play the keyboard and read music notation

**Pop Music** – Students learn about pop songs and how to play one 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 *Sibelius*.

**Pachelbel's canon** – Students learn about this Baroque piece and how to play it on the keyboard. Students will also develop ensemble skills in this unit.

## COMPUTER SCIENCE

<b>Subject</b>	<b>Subject Leader</b>
Computer Science	Mr J Barwick
<p><b>Introduction</b></p> <p>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.</p>	
<p><b>Assessment</b></p> <p>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.</p>	
<p><b>Units</b></p> <p><b>Scratch</b> – Students will be introduced to the basics of computer programming or coding and learn how to create a project in Scratch.</p> <p><b>HTML</b> – Students learn the basic website design, using proper HTML code to create webpages.</p> <p><b>Introduction to Python</b> – Students develop their coding skills further by learning the basic constructs of Python. Students will be introduced to the skills needed in all programming languages and learn how to create a program using a text-based language.</p>	

**End of Year Project** – Students will have the opportunity to use the skills that they have learnt throughout the year to create a project of their choosing. This will form part of their end of year assessment.

## ART

<b>Subject</b> Art	<b>Subject Leader</b> Ms L Musselbrook
<b>Curriculum</b> 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.	
<b>Introduction</b> 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.	
<b>Course Content</b> Autumn Term - ‘What is Art?’ – Key Techniques: Observational drawing / Research / Graphic Design / Photography Spring Term – ‘Portraiture’ – Key Techniques: Collage / Drawing / Painting / Photography Summer Term – ‘The Great Outdoors’ – Key Techniques: Artist analysis / Material exploration / Photography / Printmaking	
<b>Assessment</b> Pupils are assessed for key tasks over the course of a project. Typically these will take place twice a half term and will concentrate on one or more of the key skill areas: Artists / Experiment / Record / Outcome	
<b>Extension</b> 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, Victoria & Albert museum. We have a yearly House Art competition with a different theme each year. The Sixth Form students organise the event and collect contributions from all year groups. The work is then displayed in the Hall and judged.	

## DRAMA

<b>Subject</b> Drama	<b>Subject Leader</b> Mrs A. Weddell
In Year 7 and 8, we aim to ensure that pupils develop a range of dramatic skills, including: <ul style="list-style-type: none"> <li>working individually and collaboratively to devise and present scripted and unscripted</li> </ul>	

<p>work, which maintains the attention of an audience;</p> <ul style="list-style-type: none"> <li>• extending their spoken repertoire by experimenting with language in different roles and dramatic contexts;</li> <li>• using explorative strategies to discover more about a variety of situations and texts;</li> <li>• reflecting on and evaluating their own presentations and the work of others;</li> <li>• exploring and developing ideas, issues and relationships through work in role;</li> <li>• developing the dramatic skills that enable them to create and sustain a variety of roles.</li> </ul>
<p>In Year 7, topics include:</p> <ul style="list-style-type: none"> <li>• Refugees</li> <li>• Physical Theatre</li> <li>• Hamlet</li> <li>• Greek Theatre</li> <li>• Lord of the Flies (<b>Written exam</b>)</li> <li>• Diversity</li> </ul> <p>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.</p>
<p>Year 7 students are strongly encouraged to join KS3 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 provide the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.</p>

## FOOD TECHNOLOGY

<b>Subject</b> Food Technology	<b>Subject Leader</b> Miss D. Nunes
<p><b>Introduction</b></p> <p>Pupils are taught for one hour each week and are given homework tasks normally once a fortnight unless the pupils are asked to bring something in or need to research information for a lesson. 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 fortnightly basis 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><b>Assessment</b></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><b>Topics and skills</b></p>	

Topics covered include:

- 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

A range of cooking techniques and methods will be taught, including:

- 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

<b>Subject</b> Wellbeing	<b>Subject Leader</b> Mrs K. Turner
<b>HEALTH AND WELLBEING</b> <ol style="list-style-type: none"><li>1. how to manage transition</li><li>2. how to maintain physical, mental and emotional health and wellbeing;</li><li>3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity</li><li>4. mental and emotional health and wellbeing.</li><li>5. how to assess and manage risks to health; and to keep themselves and others safe</li><li>6. how to identify and access help, advice and support</li><li>7. how to respond in an emergency, including administering first aid</li><li>8. the role and influence of the media on lifestyle</li></ol>	
<b>RELATIONSHIPS</b> <ol style="list-style-type: none"><li>1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</li><li>2. how to recognise and manage emotions within a range of relationships</li><li>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</li><li>4. about the concept of consent in a variety of contexts</li><li>5. about managing loss including bereavement, separation and divorce</li><li>6. to respect equality and be a productive member of a diverse community</li><li>7. how to identify and access appropriate advice and support</li></ol>	
<b>LIVING IN THE WIDER WORLD</b> <ol style="list-style-type: none"><li>1. our rights and responsibilities as members of diverse communities, as active citizens and</li></ol>	

- 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.

<b>Subject</b> P.E.	<b>Subject Leader</b> Mr D. Johnson
The programme of study is as follows: <b>Term 1</b> - Rugby skills and Basketball <b>Term 2</b> – Table Tennis and Gymnastics <b>Term 3</b> - Athletics and Cricket	
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	
These tests are completed yearly to track progress and improvement in fitness levels.	

## GAMES

<b>Subject</b> Games	<b>Subject Leader</b> Mr D. Johnson
The programme of study is as follows:  <b>Term 1</b> - Rugby <b>Term 2</b> - Rugby / Football / Badminton / Table Tennis <b>Summer Term</b> - Athletics / Cricket / Rounders / Softball / Tennis / Table Tennis	

There are several house events during the year - Rugby, Football, Table Tennis, Sports Day and Cricket as well as House cross country.

Yr7 also compete in the Assault course during games to try and win the Manor Trophy.

There are also a number of extra-curricular clubs run outside of PE and games lessons

## DESIGN TECHNOLOGY

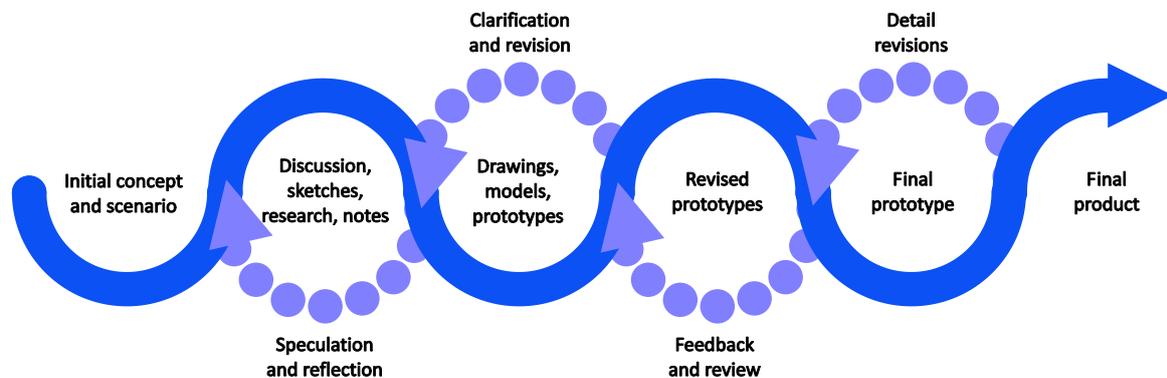
<b>Subject</b>	<b>Head of Department</b>
Design & Technology	Mr S. Weston
<p>We believe that Design Technology should be an enjoyable experience for all pupils. Our aim is to encourage pupils to foster an independent and discerning approach to their D&amp;T project work, thus raising their self-esteem, self-discipline and their awareness of the impact of technology on their lives.</p>	
<p><b>Learning:</b></p>	
<ul style="list-style-type: none"><li>• To develop creativity using a range of communication and making skills that are central to designing and making.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	
<p><b>Teaching:</b></p>	
<ul style="list-style-type: none"><li>• 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.</li><li>• To foster awareness, understanding, and expertise in areas of creative thinking, that can be expressed and developed through Designing and Making.</li><li>• To promote an autonomous approach through the development of enquiry, initiative, resourcefulness, discrimination and application.</li><li>• To teach pupils to recognise and practice the necessary safety requirements when involved in all D&amp;T activities.</li><li>• 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.</li><li>• To provide effective and efficient teaching to cover the wealth of knowledge and educational experience in a five year course.</li></ul>	

- 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

