



ENGLISH

Subject English	Subject Leader 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: Poetry Novel: <i>Guantanamo Boy</i> Shakespeare Play (<i>The Tempest</i>) Writing to Argue and Persuade Novel: <i>The Woman in Black</i> Drama and Literature	
Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction.	
Additional subject support available: Check the WCGS Learning Drive on Google.	

MATHS

Subject Maths	Head of Department Miss G. Bird
The Year 7-8 Scheme of Work covers the National Curriculum for Key Stage 3 (updated in 2013) within two years. The end of year include both 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.	
Year 8 Scheme of work main contents: Number: Fractional and decimal arithmetic, decimals, rounding including upper and lower bounds, recurring decimals, percentage change including compound interest, direct and inverse proportion. Algebra: Straight line graphs and curved graphs (quadratic, cubic, reciprocal, exponential), factorising and solving quadratic equations, simultaneous equations by elimination and substitution; the nth term of sequences including quadratics. Geometry: Pythagoras' Theorem, similarity and congruence, volumes of prisms, converting units of area and volume, trigonometry using sin, cos and tan, transformations and loci. Statistics: Mutually exclusive and independent events, combined probabilities, tree diagrams,	

sample spaces, scatter graphs and correlation, statistical investigations, comparing distributions, cumulative frequency tables and graphs, stem & leaf diagrams, box plots.
<p>Course text books</p> <p>Essential Maths 7H, 8H and 9H textbooks by David Rayner, Elmwood Press.</p> <p>7H ISBN 9781902214733: http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214730</p> <p>8H ISBN 9781902214764: http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214765</p> <p>9H ISBN 9781902214795: http://astore.amazon.co.uk/wallcoungrams-21/detail/190221479X</p>
<p>Recommended additional reading materials</p> <p>The school subscribes to, and makes extensive use of www.mymaths.co.uk and www.dr frostmaths.com. Students should ask their teachers for their individual logins to these websites.</p> <p>To stretch themselves, students should explore the problems & puzzles at www.nrich.maths.org</p> <p>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/</p>
<p>Additional subject support available</p> <p>One-to-one mentoring by Sixth Formers will be arranged for selected students.</p> <p>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.</p> <p>There is a lot of information on the course, including previous SATS papers, on the Maths pages of the school's Google Learning Drive.</p> <p>There will be a number of clubs available to students available to students and they should ask their teachers if unsure of their schedules.</p>
<p>Additional information</p> <p>Students need to bring to every maths lesson their own scientific calculator (marked/engraved with the student's name), protractor, ruler and compasses.</p> <p>The calculator we recommend for KS3 and up to GCSE is the 'Casio FX-83GT PLUS School Scientific Calculator'. A more expensive calculator with 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).</p>

GEOGRAPHY

Subject Geography	Subject Leader Ms S. Mills
<p>KS3 Geography</p> <p>Geography is a diverse subject and this is reflected in the variety of topics we study at KS3. Year 8 Geography is specifically designed to give students a wide range of Geographical knowledge and understanding. We deliver a relevant and engaging course which will help develop young Geographers and equip them with the key skills needed to progress to GCSE and A level.</p>	
<p>Assessment</p> <p>Geography is assessed through a range of different formats. The subject lends itself well to a variety of different teaching and learning activities, from group work to independent research with an emphasis on personalised learning in the classroom. Students will have opportunities to engage with</p>	

ICT for assessments as well as complete longer independent projects and decision making activities in groups.
Topics of Study Glaciation Polar regions Plate tectonics India Geographical skills - GIS Natural resources and Sustainable development
Including a field trip to the Queen Elizabeth Olympic Park and The Crystal.

HISTORY

Subject History	Subject Leader 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. Building on the work in Year 7, we study:</p> <ul style="list-style-type: none"> • The course and impact of the Industrial Revolution in Britain; • The growth of the British Empire, including India, America and Africa; • The causes, key features and consequences of WW1 and WW2. • Life in Nazi Germany and the causes and key features of the Holocaust. 	
<p>Assessment</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 trenches. 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 of supporting their progress.</p>	

BIOLOGY

Subject Biology	Subject Leader Miss G. Farlow
<p>Introduction</p> <p>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!</p>	
<p>Assessment</p> <p>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.</p>	

Units

Eco Systems: Plant Reproduction- What organelles are involved in plant reproduction?

Organisms: Breathing- How do we breathe?

Eco Systems: Respiration- What is the difference between respiration and breathing?

Eco Systems: Photosynthesis- What organelles are involved in photosynthesis?

Genes: Inheritance: How are desired and non-desired characteristics transferred in a family?

Genes: Evolution: How have plants evolved to be better adapted to their environment? A visit to Kew gardens!

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

CHEMISTRY

Subject Chemistry	Subject Leader Miss J. Gallagher
Introduction In Year 8 we continue to prepare students for their GCSE course by developing their practical skills and fundamental chemistry knowledge.	
Assessment Assessments will be based on foundation level GCSE questions on the topics covered.	
Students will study the following topics: Metals and Acids, Metal carbonates and acids, Bases and acids Solubility Making salts Reactivity series Revision of writing equations and formulae Testing for ions	

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 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	Subject Leader
French	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.	
<u>Y8 Topics include:</u>	
Vocabulary and topics to revise, in particular:	
<ul style="list-style-type: none"> a. Food and drinks b. French shops (la boulangerie, la librairie, etc.) c. Numbers, money and prices d. Countries e. Means of transport f. School subjects, school facilities (la cour, la cantine, etc.) g. Describing a school day h. Talking about morning and evening routines. i. Likes and dislikes j. Opinions (c'est facile; c'est embêtant, etc.) k. Clothes l. Family members m. Presents and souvenirs n. How to order a meal and drinks o. Physical description (Eg.: il est grand, a les cheveux longs et les yeux verts. Il porte des lunettes rouges) p. How to travel by train and buy tickets 	
The textbook used is <i>Encore Tricolore 2</i> (YR8). Each student has a copy of the textbook and they are asked to purchase a <i>Grammar in Action</i> workbook in September which is mainly used for homework exercises to practice 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 two 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

Subject	Subject Leader
Spanish	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.	
<u>Y8 Topics include:</u>	

- q. Talking about activities, nationalities and places in town
- r. Talking about television programmes, films and likes/dislikes
- s. Describing past holidays
- t. Shopping for food and drink
- u. Eating at a restaurant
- v. Talking about clothes and school uniform
- w. Learning the parts of the body, describing symptoms and getting remedies
- x. Talking about healthy living and lifestyle changes
- y. Learning about Spanish-speaking countries

The textbooks used are Mira Express 2 (Yr8). 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 two 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.

RELIGIOUS STUDIES

Subject Religious Studies	Subject Leader Dr M. Young
Identity What gives us our identity? How are shared identities helpful? How can they be dangerous, and how can we manage these risks?	
Cults What distinguishes a cult from a 'healthy' group? How should we deal with the threat of cults? Is WCGS a cult?!	
Ethical Theories Why are ethical theories useful? How have Divine Command Theory, Utilitarianism, Deontology and Situation Ethics each tried to solve moral dilemmas? How successful are their responses?	
Spirited Arts How can art be used to explore questions where logic struggles?	

COMPUTER SCIENCE

Subject Computer Science	Subject Leader Mr J Barwick
Introduction	

In Year 8, students will build upon the skills they have learnt in Year 7 and apply understanding to learning new languages. Students will also look at the impact of Computer Science to the wider society

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

Java Script (Block) using the BBC Micro:Bits – Students will be introduced to Java Script. They will use the language to program BBC Micro:Bits (A small programmable computer) to perform certain tasks.

Cyber Security – Students look at the wider impact of the development in Computer Science and the threats that come from such advancements. They will go through the theory of cyber security and these can be avoided.

Python (Next Steps) – Students develop the basic understanding of Python from Year 7 by introducing new skills and functionality. This unit will give them a complete understanding of the programming structures needed, should they want to study Computer Science at GCSE.

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.

LATIN

Subject Latin	Subject Leader Mr B. Greenley
Exam Board	EDUQAS
<p>In Y8 students will study an equal split of Latin Language and Classical Civilisation. In Latin students will continue their study of using <i>Latin to GCSE</i> by learning about one of Rome’s most influential heroes, Aeneas. To compliment the language element of the course students will also learn about the context in which Virgil wrote the Aeneid, Augustan Roman. Students will learn about Rome’s first emperor, Augustus, and the city he built after the Civil Wars and the fall of the Republic.</p> <p>Verbs The imperfect tense The imperfect tense of the irregular verb <i>esse</i> and <i>posse</i></p> <p>Adjectives</p> <p>Nouns The vocative case Third declension nouns</p>	

DRAMA

Subject Drama	Subject Leader Mrs A. Weddell
<p>In Year 8, we aim to ensure that pupils 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 an understanding of different theatre styles and genres; • developing the dramatic skills that enable them to create and sustain a variety of roles. 	
<p>Topics include:</p> <ul style="list-style-type: none"> • Theatre Design • War • A Midsummer Night's Dream • Commedia dell'Arte • Evaluating a live theatre performance (Written assessment) • The Curious Incident of the Dog in the Night-time <p>The focus in Year 8 is on developing students' abilities to experiment with performance techniques and to discover how to meet the needs of the audience, especially focusing on stage presence. The emphasis on developing personal and social skills continues and students are encouraged to become reflective learners and independent enquirers.</p>	
<p>Beyond the taught curriculum, students will have many opportunities to engage in Drama throughout their time at WCGS, such as in the KS3 Drama Club. There is an annual House Drama Competition, and at least one major production of either a play or a musical every year. Students are also encouraged to use the skills they develop in Drama lessons on a cross-curricular basis, using performance and presentational skills in their work in many other subjects. WCGS also provide the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.</p>	

ART

Subject Art	Subject Leader Ms L Musselbrook
<p>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.</p>	
<p>Introduction The Year 8 curriculum is designed to build on the knowledge acquired in Year 7 but to broaden the range of materials and techniques available to our pupils.</p>	

<p>Course Content</p> <p>Autumn Term - 'Inside Out' – Key Techniques: Observational drawing / Experimental drawing / Computer aided design</p> <p>Spring Term – 'Just my Type' (Typography) – Key Techniques: Lettering / Colour Mixing / Computer aided design / Artist analysis</p> <p>Summer Term – 'Masterpiece' – Key Techniques: Artist analysis / Material exploration / Photography</p>
<p>Assessment</p> <p>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</p>
<p>Extension</p> <p>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.</p> <p>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.</p>

MUSIC

<p>Subject</p> <p>Music</p>	<p>Subject Leader</p> <p>Mrs J. Martin</p>
<p>Introduction</p> <p>In Year 8 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.</p>	
<p>Assessment</p> <p>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 worksheets 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.</p>	
<p>Units</p> <p>Pop/Band project – Students will learn about 'Shape of You' by Ed Sheeran and 'Something Just Like This' by Chainsmokers/Coldplay and how to play the chords and riff on keyboards. Students will perform this song in small group as a band to develop their ensemble skills further.</p> <p>Pop song composition - Following up what students learn during 'Shape of You' project students will compose their own pop song using a computer software <i>Sibelius</i>.</p> <p>Film Music – Students will study the music in Films by analysing different film music composers. Students will then compose music to a film clip themselves. Students will also get a chance to perform some famous Film tunes.</p>	

Performing Arts, Anti-Bullying - Student will do a combined project with Drama about Anti-bullying.

FOOD TECHNOLOGY

Subject	Subject Leader
Food Technology	Miss D. Nunes
In Year 8, pupils will build on the cooking skills and work on the techniques that they have acquired in Year 7. Pupils will take part in a lesson on a fortnightly basis and therefore will cook once a month. Pupils will undertake two Projects; during Project One pupils will produce an individual portfolio of work and during Project Two pupils will work in small groups on a group task. 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.E.

Subject	Subject Leader
P.E.	Mr D. Johnson
The programme of study is as follows: Term 1 - Badminton and Football Term 2 – Games for Understanding and Handball Term 3 - Athletics and Cricket	
In the Autumn and Summer terms two lessons are spent doing fitness tests - Sit ups (Muscular Endurance); Press ups (Muscular Endurance); Sit and reach (Flexibility); Standing Broad jump (Power); Alternate ball toss (Coordination); Illinois agility test (agility); 20m Sprint (speed) and the 12 minute Cooper run (cardiovascular endurance).	
These tests are completed yearly to track progress and improvement in fitness levels.	

GAMES

Subject	Subject Leader
Games	Mr D. Johnson
The programme of study is as follows: Term 1 --> Rugby Term 2 --> Rugby / Football / Basketball / Table Tennis Summer Term --> 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.	
There are also a number of extra-curricular clubs run outside of PE and games lessons	

WELLBEING

Subject	Subject Leader
Wellbeing	Mrs K. Turner
HEALTH AND WELLBEING	

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

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

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

DESIGN TECHNOLOGY

Subject Design & Technology	Head of Department Mr S. Weston
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.

Learning:

- 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.

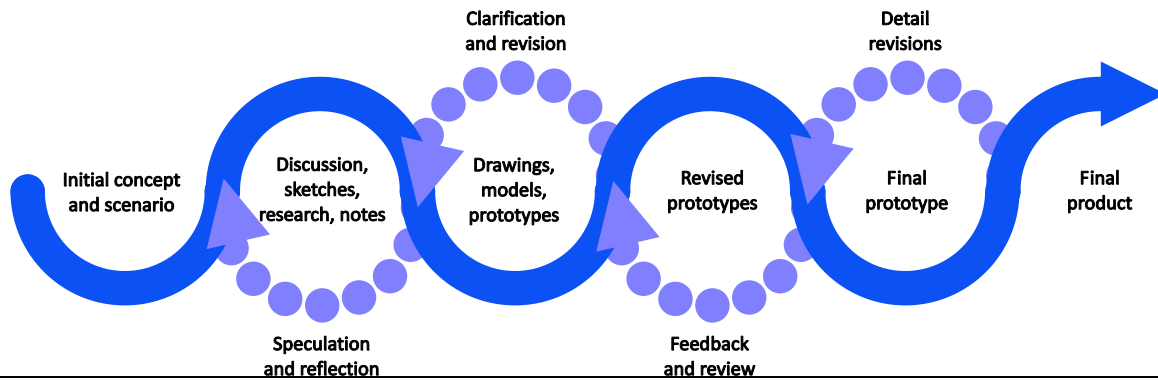
Teaching:

- 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 8 Scheme of Work main contents:

How Alarming!

Intermediate level electronics – soldering & PCB production

Thyristor latching circuit

Woodworking & introductory metalwork skills

Making a pressure pad switch

Techknowledge

Using CAD & 3D modelling systems

MS Publisher