

Key Stage 3 curriculum

2022/23



Year 7 and 8

Curriculum

Overview of our subject curricular and the options process

Curriculum Year 7 and 8

At The Westgate School, we view the curriculum as a 12-year journey from the Early Years Foundation Stage to (EYFS) to Year 11 and then beyond. Years 7 and 8 are part of our 'middle-school' phase and as the school becomes more established all-through, increasing numbers of teachers will have experience of the Upper Key Stage 2 curriculum and teaching, enabling even greater progress for pupils in Years 7 and 8. Acting as a bridge between the primary and secondary phases, the School aims to make minimal so far as possible any fragmentation between phases and in particular, between Years 6 and 7. Using our specialist teaching spaces, such as the science laboratory designed for pupils in Years 5-8, the School plans for a smooth transition between each Key Stage so that pupils can continue to enjoy and achieve in their learning. Similarly, the Year 9 curriculum is based very much on a dovetail between Key Stages 3 and 4, enabling greater depth and breadth in learning as appropriate to the needs of children in the School.

In Years 7 and 8 (Key Stage 3) pupils follow a broad and balanced curriculum including the core subjects of English, Mathematics and Science alongside a wide range of Foundation subjects. In English and Mathematics, the curriculum builds on the core skills that pupils will have learnt at Primary school, extending their experience and application of these skills to a deeper level in readiness for the challenges of Key Stage 4. The School is developing its pedagogy and curriculum for Years 7 and 8 to facilitate a smooth transition for learning – such as using “masterclass” groups and concrete-pictorial-abstract teaching strategies in Mathematics. In Science, the focus is on linking science with real world examples and drawing together a number of strands in scientific thinking from Biology, Chemistry and Physics that enables learners to see the relevance to everyday life.



High quality teaching means that at The Westgate, we recognise that young people's talents and challenges vary across subjects and therefore, we apply a flexible approach to pupil grouping to enable us to respond effectively to the needs of each learner. Teachers focus their planning on key learning objectives; using misconceptions as opportunities for learning and where the individual excels in a subject, ensuring opportunity for greater depth in their learning.

In addition to the core subjects, our curriculum includes discrete teaching in History and Geography, and RE - and the combined teaching of Citizenship with Personal Development. Languages, the Arts, Technology, Computing and Physical Education are all part of the weekly timetable and delivered in purposefully designed teaching areas that maximise learning opportunities. We have specialist teachers in all subject areas whose enthusiasm for their subject resonates through the schemes of work that pupils experience in Key Stage 3.

The Upper School curriculum: a 5-year journey

Years 7 and 8	Year 9	Years 10 and 11
English	English – including Latin option	English Language
		English Literature
	Media Studies	
Mathematics	Mathematics	
Science	Science	Combined Science
		Biology, Chemistry and Physics
Computing	Computer Science	
	Computing Core	
Personal Development		
PE core	PE core	
	PE GCSE	
Language – possibility of second from Year 8	German and Latin introduced	Up to 2 languages from French, German, Latin or Spanish
Humanities Geography History RE	Geography and/or History	
	RE Core	
	RE	
Arts Art Drama Music	Fine Art	
	Drama	
	Music	
	Photography	
	Sculpture	
Technology Design and Technology Food Preparation and Nutrition	Design Technology	
	Food Preparation and Nutrition	

Subjects in green are part of the optional choices programme

To view the exam board subject information please see the exam board details as listed. These can be found at:

- **AQA** <https://www.aqa.org.uk/subjects>
- **OCR** <https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

- **EDUQAS** <http://www.eduqas.co.uk/qualifications/>
- **EDEXCEL** <https://qualifications.pearson.com/en/home.html>

Art

“Art is not what you see but what you make others see”

Our Art curriculum intends to:

- develop intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.
- develop an appreciation of the aesthetic nature of the world around us.
- critically evaluate the way cultures are represented through their arts and celebrate diversity.

Course skills:

In Year 7 pupils will be introduced to a broad range of new techniques, materials, artists and themes. These experiences will set the foundations for developing as an effective artist and creative thinker. In Year 8 pupils will build on these skills, techniques, knowledge and understanding introduced to them in Year 7. They will be encouraged to show refinement within their work and challenge themselves in a creative way.

Pupils will work through three different projects per year, engaging in practical tasks, discussion, group work and home learning projects. Each termly project is designed to help pupils understand the art they see around them and why art is so important within the world and in recording historical events in a visual way.

Each project is designed to cover practical skills, knowledge and understanding and creative thinking. Pupils will experiment with both 2D and 3D media and explore techniques including painting, printing, collage, and sculpture.

Drawing is seen as a fundamental art skill, which is encouraged and developed across all year groups. In Year 7 pupils begin to develop a more realistic style of drawing and are taught the importance of keen observation, accurate line and use of tone. This is continued throughout Year 8 and onto GCSE level.

Knowledge and Understanding:

- how ideas, feelings and meanings are conveyed in images, artefacts, and products
- a range of art, craft, and design processes in two and/or three-dimensions and traditional and new media and technologies how images, artefacts and products relate to social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society
- a working vocabulary and knowledge of specialist terms relevant to Fine Art

Careers

“The best way to predict the future is to create it.”

Our Careers curriculum intends to:

- To excite and motivate pupils' curiosity about different careers and industries.
- To inspire pupils' aspirations in order to unlock their potential and develop their employability skills.
- To empower pupils to challenge stereotyping and discrimination and other barriers to diversity and equality in further education and careers.

Our Careers Curriculum is delivered through Personal Development sessions in tutor time alongside discrete lessons in Personal Development in Year 7 and 10. Additionally, we have an extracurricular careers curriculum to actively promote links in their subjects to the world of work.

Further detail about our Careers Curriculum and our Careers calendar of events can be found on our website here: www.westgate.hants.sch.uk/careers



Computing

"Thriving in a digital world"

Our Computing curriculum intends to:

- develop pupils' understanding of Computer Science, Information Technology and Digital Literacy to prepare to thrive in an increasingly digital world.
- enable pupils to apply computational thinking to be better problem solvers.
- enable pupils to be confident users of IT, applying IT effectively to real world situations and to know how they and others can use IT safely.

Course Content:

Pupils will be introduced to a broad range of new skills which will develop their digital competencies. In Year 7 they will be encouraged to extend and deepen their knowledge in different areas such as flowcharting, text-based programming, and data modelling. In addition to being able to use various software programmes, pupils will take time to learn about the architecture of a computer and develop their understanding surrounding hardware, software, and an introduction to computer networks. In Year 8 pupils will build on these skills learning how data can be represented by computers, receive an introduction to developing for the web and an introduction to artificial intelligence. We also teach pupils how to stay safe online and how to use digital tools safely and responsibly.

All the skills listed below will assist pupils as they make decisions about continuing with Computing into Year 9. The coding skills being developed in Year 7 and 8 will support pupils if they choose to continue as they learn to use Python in Year 9.

What will pupils learn in Computing?

	TERM 1	TERM 2	TERM 3
Year 7	<ul style="list-style-type: none"> • Collaborating online effectively (E-safety) • Media gaining support for a cause 	<ul style="list-style-type: none"> • Introduction to networking • Programming with Scratch 1 	<ul style="list-style-type: none"> • Programming with Scratch part 2 • Modelling data with spreadsheets
Year 8	<ul style="list-style-type: none"> • E-Safety and aspects of the law • Data Representation 	<ul style="list-style-type: none"> • Introduction to Python • Developing for the web 	<ul style="list-style-type: none"> • Media and graphics • Mobile App development

The topic areas above will help pupils to:

- Understand how to use a range of different software programmes including Spreadsheets, Presentation, word processing, image manipulation and collaboration software.

- Develop a variety of techniques for solving a coding problem
- Understand and develop a website through HTML coding
- Think logically and systemically when building increasingly complex systems in Flowol

Design and Technology

“Creative solutions for a sustainable future”

Our Design Technology curriculum intends to:

- inspire and equip pupils with the skills to solve real world problems;
- empower pupils to be creative, innovative, ready to make mistakes and to learn from practical experience;
- provide opportunities for pupils to model proposals through testing and evaluation, to improve our impact on the environment and the world around us.

Course skills:

- Design with consideration for ecological, environmental and social issues
- Communicate ideas using CAD, 2D and 3D modelling
- Select appropriate materials based on their properties
- Select and use appropriate tools, equipment and processes
- Use new and emerging technologies; CAD-CAM, to improve manufacturing efficiency

Course content:

Overall, we aim to raise pupils' awareness of the '6Rs of sustainability'. We frequently consider the environmental impact our behaviours as consumers, designers and manufacturers have. We aim to minimise waste and use recycled resources when we can as well as responsibly disposing waste.

In Year 7 pupils will experience 1 hour of design and technology per week. Through the course of the year pupils will work with timber-based materials, textile fabrics and upcycled materials in a design focused project. In Year 7 the pupils experience a wide range of fun and exciting projects that develop valuable workshop skills, understanding the source of materials, their properties and how these can be used.

Year 8 pupils receive experiences in a wide range of materials delivered through project work that includes a term of food preparation and nutrition projects. Initially pupils engage in a short introductory STEM project to develop foundation skills and work collaboratively to produce and test a gravity vehicle from limited resources. During the following 3 terms pupils complete projects with a specific material focus with a different project each term. Each group works in the following material areas on a rotational basis to make effective use of our resources. The sequence may differ from that illustrated below:

Duration	1 Week	1 Term	1 Term	1 Term
Year 8	Introductory STEM Project	Timber-based materials eco-project	Polymer-based sustainability project	Food preparation and nutrition project

Please see Food Preparation and Nutrition section of this booklet for more specific details of what pupils' study during the Food component.

The project work provides pupils with opportunities to design products for other users, to develop ideas using sketching and 3D card modelling into functional prototypes. Use of the appropriate hand, machine and CAD processes to cut, shape and finish materials are introduced and form the foundations for further development.

In Year 8 pupils work in more depth, building on practical skills, learning from experience, improving resilience and problem-solving skills whilst developing independence in the workshop. We heavily focus on the environmental impact we have in the way we use resources. We continue to explore and use ways of joining materials without the use of adhesives. The polymer-based component involves pupils in reforming materials using heat to recycle polymer bottle tops into a standard stock form. Pupils then go on to explore the Memphis design movement and use this to influence their own design ideas for products. These are sketched, 3D modelled, and final proposals are constructed using CAD so that components can be laser cut providing insight into the CAD-CAM process.

Assessment:

- The course contains assessment during each topic
- Practical and design skills will be assessed in similar formats to the AQA GCSE specification.



Drama

"Theatre is the art of looking at ourselves"

Our Drama curriculum intends to:

- enable pupils to act and perform in different scenarios – presenting themselves with honesty and clarity;
- understand and appreciate the variety of dramatic styles and genre in different cultures and across history;
- enable pupils to be able express themselves confidently and creativity in a range of situations.

Overview of the Course

We help pupils to become confident and creative collaborators as they develop their understanding of the subject. Pupils will explore a range of themes, issues situations and relationships and learn to express ideas about themselves, others, and the wider world. Drama is largely practical with some aspects of theoretical and written work throughout.

Course content:



Year 7

Pupils explore units of enquiry on acting skills and mystery plays, script work - The Demon Headmaster - and a Haunted House physical theatre project.

Year 8

Pupils explore units of enquiry on Greek Theatre, Shakespeare, Comedy and drama for a purpose. The Witness is a play that explores racial justice and equality.

Course skills:

- Participate in practical activities and collaborate with team members.
- Exploring and responding creatively to texts, develop and refine dramatic ideas through REHEARSAL.
- Performing and communicating dramatic intentions to an audience. Use vocal and physical skills to create characters
- Pupils share work and give each-other feedback based on strengths, improvements and personal responses to the content of the Drama. (We refer to this as Strength – Improvement – Response or SIR).

English Literature and Language

“Read like a writer; write like a reader; question like a critic; think like an individual”

Our English curriculum intends to:

- instil a passion for literature and a life-long love of reading in pupils and for them to become critical, analytical, and evaluative readers of fiction and non-fiction;
- enable pupils to craft language so that they become convincing writers able to communicate their own ideas in writing effectively and creatively;
- ensure that pupils are effective and assured communicators in spoken English.

Overview of the Course:

From the start of Year 7, all pupils are introduced to our core skills – the golden threads - so they are fully embedded by the time the pupils reach KS4. These key skills are taught through a study of novels, plays, poetry and non-fiction or media-based texts.

Course Content:

Year 7 pupils begin the year with the ‘Heroes’ unit which is designed to develop a range of pupils’ inference as well as introduced the skills of analysis and comparison. Writing will involve crafting a persuasive speech to be delivered to the class. Subsequent units include the study of a modern novel; poetry of peace and protest; a creative travel writing unit; a Media Unit on representation and stereotypes and a Shakespeare play.

Year 8 has been designed to build on the skills that have been introduced in Year 7. The year begins with a unit on Gothic Literature where pupils analyse 19th century fiction and write an opening to their own Gothic novel. By the end of the year, all pupils will have also studied a dystopian novel to develop creative writing skills; a media-based unit on advertising; a Shakespeare play; poems from other cultures and developed reading skills to explore what life was like in the nineteenth century.

The course is planned to provide a range of cultural experiences to widen pupils’ horizons and develop a passion for reading and the study of literature which we hope will stay with them throughout their life. Pupils are encouraged to transfer the reading and writing skills to other curriculum areas and these links are often made explicit in lessons.

Course Skills:

- Reading: skimming, scanning and decoding skills, comprehension and inference, analysis of language and the structure of a text and evaluation skills are introduced and consolidated over the two years.
- Writing: both creative and analytical writing skills are taught together with a focus on structure of the text, use language devices, improving vocabulary and technical accuracy.
- Spoken language skills are practised through speeches and drama-based activities and debating and other structured talk.

Assessment:

Pupils will be assessed in every unit and each assessment will focus on a different skill for either reading or writing. All pupils will be fully prepared for the assessments and will practise the skills needed during lessons. The assessments will focus on key skills to provide a strong foundation for all pupils in improving their literacy, analysis or communication skills.



To support your child's learning in English and Media Studies clips will be shown from films such as:

- 'War Horse' and 'Romeo and Juliet' (Year 7);
- 'Macbeth' (Year 9);
- 'Lord of the Flies' and 'Frankenstein' (Year 10 GCSE texts)

These clips and/or films will be shown in lessons according to our curriculum plans.

In alignment with British Board of Film Classification regulations, pupils may be shown clips from films that are slightly above their chronological age (e.g., a film classified as a 12 for pupils in Year 7) where a teacher deems it appropriate for educational reasons. In doing so, adults will ensure that it is appropriate for the learning task and for the children in the class and if there are any scenes that could be upsetting, will advise pupils in advance. If you have any concerns and would like to discuss this in more detail, please do contact Mrs. Griffiths, Faculty Leader for English and MFL, as soon as possible such that we can adjust our plans, and we will be happy to work in partnership with you.

Food Preparation and Nutrition

“Nutrition for a healthy future”

Our Food Preparation and Nutrition curriculum intends to:

- Inspire pupils to gain knowledge and practical experience of preparing and making a wide range of creative, innovative and complex dishes that enable them to make informed and healthy choices about the foods they eat.
- Develop an understanding of the scientific processes that are involved in the processing and preparation of food.
- Empower pupils to become independent learners through practical participation.
- Develop pupils' wider understanding of how food choices are influenced by culture, religion, and impact on the environment.

Course content:

The course in Food Preparation and Nutrition provides an opportunity for pupils to prepare a wide variety of products from the United Kingdom and abroad. We will investigate the functional and chemical properties of ingredients as well as understand the foods that contribute to a healthy diet. Practical investigations and sensory analysis will also be carried out.

In Year 7, pupils receive one lesson of food preparation and nutrition per week. The weeks alternate between theory and practical lessons.

In Year 8, pupils receive experiences in a wide range of materials delivered through project work on a rota format in groups of 20 pupils. Initially pupils engage in a short introductory STEM project to develop foundation skills and work collaboratively to produce and test a gravity vehicle from limited resources. During the following 3 terms pupils complete projects with a specific material focus with a different project each term. Each group works in the following material areas on a rotational basis to make effective use of our resources.

Duration	1 Week	1 Term	1 Term	1 Term
Year 8	Introductory STEM Project	Timber-based materials eco-project	Polymer-based sustainability project	Food preparation and nutrition project

Please see the Design Technology section of this booklet for more specific details of what pupils' study during the Y8 Technology component.

Course Skills:

- Food Preparation Skills - making high quality dishes using a range of technical skills organising yourself and your work area and managing time effectively
- Nutrition and Health – understanding the application of nutritional knowledge when planning and preparing food to eat

- Food Science – understanding how ingredients work together
- Food Safety – understanding why and how we plan, cook and store food safely
- Food Provenance – where our food comes from and how we can make the most of seasonal and regional ingredients. Using our senses and how to carry out sensory analysis of own products as well as existing ones
- Food Choice – what influences the choice of food we eat

Year	Subject materials
Year 7	Pupils will learn about the importance of a healthy diet by preparing a range of interesting, colourful products using seasonal and locally sourced fresh fruit and vegetables. They will also understand how we cook food, learn about allergens and intolerances, malnutrition, and the future of food and how food traditions may be different around the world based on cultures, climate and religion and prepare dishes to reflect this. Pupils will undertake a mini project where they design, make, and evaluate their own muffins by choosing their own flavour combinations and decorations.
Year 8	Pupils will create a variety of interesting and tasty products to meet the nutritional needs of a family. They will make a range of products using bread dough, pastry dough and pasta-based sauces. Pupils will gain an understanding of the Eatwell Guide, the function of nutrients in our diet and the science behind bread, pastry, and pasta sauces. Pupils will also design, make, and evaluate their own sponge tartlets by choosing their own flavour combinations and decorations.

Geography

"Inspiring awe and wonder in the world around us"

Our Geography curriculum intends to:

- inspire pupils to develop curiosity and fascination about our world through challenging stereotypes, celebrating diversity, and exploring current global issues.
- equip pupils with knowledge about diverse places, people, and resources in order to give a greater understanding of human and physical processes, alongside our need for a sustainable future.
- provide pupils with a range of geographical skills in order to facilitate a greater understanding of places both local and global.

Course Content:

The following topics will be covered in Year 7:

Fantastic Places- we will discover the human and physical processes impacting a range of diverse and fascinating places around the world including Svalbard, Dubai, Russia and the Great Barrier Reef.

Map skills- we will develop their map skills, including the ability to give 4 and 6 figure grid references, scale, map symbols, direction, height on maps and the use of GIS.

Our World, Winchester and Hampshire- we will investigate what life is like in Winchester and Hampshire, including the social, economic and environmental challenges that currently face us.

Raging Rivers- we will gain an understanding of the different physical and human processes that occur along rivers.

Brilliant Biomes- we will develop an understanding of where the world's major biomes are located and the ways in which these biomes are under threat.

The following topics will be covered in Year 8:

Tectonic Activity- we discover the different processes that cause tectonic hazards and the effects and responses to earthquakes and volcanoes.

Global World of Work- we investigate how sectors of work are changing within different countries and the impact that globalisation is having on employment sectors.

Africa- we investigate the social, economic and environmental characteristics across African countries and the issues that Africa faces within the 21st Century.

Extreme Weather- we define the causes, effects and responses to extreme weather events and will investigate specific case studies of such hazards.

Coasts- we will gain an understanding of the different processes at work along coastal areas, the impacts of coastal flooding and management strategies used in coastal environments.

Asia- we investigate the social, economic, and environmental characteristics across Asia and the challenges that Asia faces.

Many of the topics in Geography - and especially the trips organised to complement the curriculum - are designed to broaden pupils' cultural experiences.

Course Skills:

Pupils will have the opportunity to develop an array of skills including map skills, fieldwork skills and skills of literacy and numeracy. Within the course pupils will build their knowledge of Winchester, Hampshire, the UK and the wider world around them, alongside key geographical processes

HISTORY

“Reconstructing the lives and stories of the past to make sense of the present”

Our History curriculum intends to:

- inspire pupils to become curious about the past and equip them to ask perceptive questions, think critically, evaluate arguments, and develop perspective and judgement;
- enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- help pupils to understand the complexity of people's lives, the process of change and the diversity of societies, as well as exploring their own identity and the challenges of their time.

Course Content:

We have a big enquiry question, linked to the National Curriculum, to explore every topic we teach. These questions help pupils to understand that History is a construct that historians create to provide an understanding of the past. We then provide a range of evidence to enable pupils to formulate possible answers for themselves.

In Year 7 our big theme is the global, connected world and where Britain fits into it alongside traditional British topics.

In Year 8 our big themes are empire and revolution to show how the modern world was made and to show the scale and breadth of empire across the entire year.

Year 7 Course Content

Autumn Term	Spring Term	Summer Term
<p>What were the Silk Roads?</p> <p>How did the Norman Conquest lead to 'dramatic change'?</p> <p>Why could no-one ignore the Church in the Middle-Ages?</p> <p>Why did people go on Crusade?</p>	<p>How did England control the power of medieval kings?</p> <p>What does Mansa Musa reveal to us about 14th century West Africa?</p> <p>How much was the Black Death a catalyst for social and economic change?</p>	<p>How great was Ming China?</p> <p>What changed between 1450 and 1550?</p> <p>What did the Reformation mean for England?</p> <p>Did the Reformation matter to ordinary people?</p> <p>How and why has Portchester changed over time?</p>

Year 8 Course Content

Autumn Term	Spring Term	Summer Term
<p>What did the origins of the British Empire mean to colonised people?</p>	<p>What made a revolution revolutionary in the 18th and 19th centuries?</p>	<p>Can Britain claim to have won WWII?</p> <p>How and why did the Holocaust happen?</p>

How was Britain turned 'upside-down' in the 17 th century?	How similar was the experience of empire in India and Ireland?	Did the British Empire get pushed out, or did it jump?
Why have interpretations of Oliver Cromwell changed over time?	What's the story of the women's suffrage campaign?	Why did David Olusoga write about the British Civil Rights movement in his book?
What can Olaudah Equiano reveal to us about the Slave Trade?	What was the impact of WWI on people's lives?	

Course Skills:

We will look at the different disciplinary aspects of History:

Sources – exploring and understanding the past through documents, letters, posters, newspapers and more.

Interpretations – exploring and challenging historians and society's views of the past.

Cause and Consequence – judging why events happen and the importance of their consequences.

Significance – judging historical events importance to our lives today and their importance to the people who experienced them.

Narrative – exploring the past and creating historical accounts like all good historians.

Change and Continuity – how and have things changed or stayed the same and the experience of that by people in the past.

Similarity and Difference – how people perceived different ideas or events and how they experienced them.

Fieldwork:

Many of the topics in History - and especially the trips organised to complement the curriculum - are designed to broaden pupils' cultural experiences such as our Year 7 fieldwork to Portchester Castle in the Summer Term.

Assessment:

Assessments take place in lessons and focus on key knowledge and historical skills or concepts. Time is given to whole class feedback for pupils to act on the targets they have been given.



Home Learning

“Learning beyond the classroom”

Our home learning curriculum intends to:

- develop pupils' independent learning skills and the mindset needed for academic success.
- support memory retention of learning that has taken place within the classroom.
- prepare pupils for future learning through pre-learning activities.

In Years 7 and 8, pupils are set home learning in accordance with the school's published policy.

Some home learning tasks are best tackled daily (for example, learning vocabulary in MFL), while others are better suited to be discrete tasks. We also recognise the value of extended projects in helping pupils really engage deeply with an issue or concept, as well as enabling pupils to learn time management skills, and so throughout Years 7 and 8 pupils may undertake a range of cross-curricular projects. Specific details can be found in your child's Handbook for learning, where all home learning will be recorded.

Home learning encompasses all opportunities for learning beyond the classroom. If your child hasn't been set home learning by a teacher that week, parents, and pupils are encouraged to support and enrich learning by:

- Discussing what has been learned within School that week;
- Encouraging your child to read regularly;
- Watching interesting, educational documentaries together as a family and discussing these;
- Making use of the wealth of outdoor learning available by exploring nature and the environment together;
- Visiting and exploring the local community, including museums (often free), galleries and exhibits;
- Helping your child to retrieve information they have learned previously through simple quizzes or asking them to recall information from revision guides or their class notes.



Languages

“Becoming an active communicator in the world’s global village”

Our Languages curriculum intends to:

- broaden pupils’ horizons by developing a passion for other languages and cultures and recognise the additional career opportunities open to people who speak an additional language.
- ensure that every pupil is encouraged and supported to study a language for GCSE.
- enable pupils to become active learners of language by developing the skills to communicate in speaking and writing in their target language.

Overview of the Course:

Key stage 3 is organised in engaging termly topics through which the key skills are taught. Pupils in every class will be encouraged to verbally express themselves through a range of structured talk opportunities, as well as developing close and active listening skills. Both the reading and writing skills are explicitly taught so that the pupils can develop their confidence throughout the two years.

Course Content:

Year 7 focuses on developing the skills needed to become an active language learner; pupils will choose to study French or Spanish. In the Autumn Term, the unit: ‘This is Me’ teaches the pupils the skills for them to become confident at learning a language by encouraging pupils to speak almost immediately. The Spring term, using the world of comic books, encourages the pupils to give opinions and talk about themselves; Picasso and Dali stimulate descriptive language in the Summer term.

Year 8 builds and develops the skills from Year 7. Most pupils will continue to study the language they chose in Year 7. Confident linguists may also choose to study French/Spanish in Year 8 as a second language; we will offer these depending on sufficient interest. (German is on offer to start at GCSE in Year 9 dependent on uptake.) Places and buildings are used to introduce the pupils to the future tense, through a topic on future towns and the past tense is introduced in the Spring Term when the pupils focus on castles and jousting! The Summer Term helps build on the pupils’ cultural capital, as well as their language skills, with a focus on celebrations: festivals and traditions. Many of the topics - and especially the trips organised to complement the curriculum - are designed to broaden pupils’ cultural experiences.

Course Skills:

- **Listening and Speaking:** First pupils interact with their target language by developing active listening skills and the confidence of speaking a new language and communicating with each other.
- **Reading:** pupils’ skills are built up by activities involving word recognition and very quickly they develop the skills needed to decode meaning in more challenging texts.

- **Writing:** using sentence starters, vocabulary booklets and active learning strategies, pupils begin to construct meaning and manipulate language to express themselves and communicate in writing.

Assessment:

Throughout KS3, the four skills of speaking, listening, reading and writing are assessed. The pupils are fully prepared for these in lessons before their summative assessment.

Mathematics

“Developing skillful, systematic problem solvers for life”

Our Mathematics curriculum intends to:

- cultivate a deep understanding and an enjoyment of the subject through a rich, problem solving-based curriculum which nurtures pupils' love of Mathematics.
- systematically acquire core mathematical facts, concepts, methods, and strategies to become proficient in mathematics.
- provide opportunities for applying abstract concepts to real world situations in order to develop creative and effective thinkers.

Course content:

Mathematics has an emphasis on developing a greater depth of understanding, with pupils given the chance to fully explore the uses to which their skills can be put. As skills deepen, pupils are given the opportunity to find the wonder that is available in all different branches of Mathematics.

Specific topics covered are varied but will include various lines of enquiry. Pupils will:

1. Develop a deep understanding of place value, with an ability to calculate increasingly complex problems and cross curricular awareness of number in society.
2. Develop a deep understanding of how to use algebra effectively to help in the solving of problems.
3. Use a range of problem-solving skills to approach ratio and proportion problems.
4. Use geometrical properties to solve problems leading to proof using theorems and prior geometrical information.
5. Represent and interpret data in a variety of ways including the use of probability.

Assessment:

Continual formative Assessment for Learning is carried out by the classroom teacher. There are also formal summative assessments at key points throughout the year. Class teachers may also give class tests on three or more topics to ensure recall and application of the concepts delivered.

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

Year 7 Curriculum

Term 1	Term 2	Term 3
Number - factors, multiples, primes, directed number, types of number, estimation, BIDMAS.	Percentages - percentage of an amount, converting from percentage, find percentage increase and decrease of an amount.	Multiplicative reasoning - solve problems using unitary method, changing recipes, write ratios 1:n and n:1, find the best buy, understand the relationship between ratio and proportion
Algebra - notation, simplifying expressions, substitution.	Statistics - types of data, questionnaires, bar charts, pie charts, averages and range, grouped data interpretation, choosing appropriate methods.	Perimeter, area and volume - calculate area of triangles, parallelograms and trapezia, area and perimeter of compound shapes, properties of 3D shapes, nets, surface area, volume of cubes and cuboids.
Fractions - simplify, compare, improper, calculations with fractions.	Angles - angles at a point, on a straight line, vertically opposite, line and rotational symmetry, angles in a triangle and quadrilaterals, angles in parallel lines.	Sequences - generate terms, find the nth term, find general term of pictorial sequences, generate terms of non-arithmetic sequences
Decimals - Round to decimal place, order decimals, calculate with, convert between fractions decimals and percentage.	Equations - write and solve one step and two step equations with unknown on both sides.	Graphs - plot co-ordinates in four quadrants, find midpoints of a line, generate co-ordinates from an equation and draw linear graphs, draw and label lines parallel to axes.
	Multiplicative reasoning - the metric system, convert between units, imperial units, ratio, ratio as a fraction or decimal and sharing in a given ratio.	-

Year 8 Curriculum

Term 1	Term 2	Term 3
Number - place value, decimals fractions, prime factor decomposition, four operations	More number - Round to a significant figure, estimation using significant figures, percentage increase and decrease and reverse percentages	Number - standard form and standard form calculations without a calculator
Algebra - Expand and simplify expressions, forming and solving equations, factorising, sequences and finding the nth term	Algebra - substitution into formulae, change the subject of a formula, solving equation including rearrangement and unknown on both sides of equal sign, linear graphs $y=mx+c$.	Algebra and graphs - understand $x=$ and $y=$. Sequences on graphs, linear graphs, quadratic graphs and non-linear graphs
Ratio and Proportion - Dividing in a given ratio, problem solving with ratios	Geometry and measure - circumference and area of a circle, compound shapes with circles, perimeter, area and volume problem solving	Spaced practice - ratios, fractions, linear equations, percentage change, reverse percentages, interest.
Geometry and measure - Shape properties, angles in polygons, problem solving with shape properties	Ratio, proportion and rates of change - Speed and unit pricing, density, ratio as fraction/percentage, scale drawings	Geometry and Measure - Perpendicular and angle bisectors, construct triangles, understand congruency, enlargement of shapes
More number - percentages as operators, comparing quantities using percentages, find original value after percentage changes.	Statistics - Drawings and interpreting tables, graphs and diagrams representing statistical information	Statistics & Probability - Experimental probability, relative frequency, two-way tables, hypothesis testing, the data cycle, bivariate data.

Music

“Where words fail music speaks”

Our Music curriculum intends to:

- unlock musical potential in every young person to be creative and curious about music;
- challenge pupils to think musically, enabling them to acquire and develop a deep understanding of how music works;
- develop an appreciation of music styles and cultures, over time.

Course Content:

In Year 7 pupils explore units of enquiry:

- Building Bricks – exploring the Elements of Music creating variations on Beethoven’s Ode to Joy
- Keyboard Skills - exploring effective keyboards skills, reading staff notation, sharps, flats and chords.
- Choir Skills – exploring the song ‘Touch the Sky’ for the Cathedral Carol Concert
- I’ve Got Rhythm - exploring pulse, beat, rhythm, ostinato and note durations
- Form and Structure – exploring musical structures, question and answer phrases, binary, ternary and rondo form.
- Sonority City – exploring instruments of the orchestra, the conductor, beating time and ensemble performance.
- Folk Music – exploring folk tradition, harmony and accompaniment, drone, ostinato and chord patterns.

In Year 8 pupils explore units of enquiry:

- Hooks and Riffs - exploring repeated musical patterns through Eurhythmics' 'Sweet Dreams and Ravel’s ‘Bolero’
- Offbeat --exploring Reggae, syncopation, texture, chords, reggae lyrics and arrangements.
- Variations – exploring ways to develop ideas through changing and adding to a theme using ground bass variations.
- All that Jazz – exploring chord and chord patterns, improvisation, the 12-bar blues, blues scale, swing and big band jazz.
- All about that Bass – exploring bass clef reading and notation, bass instruments, bass lines, riffs, walking bass and pedals
- Saharan Sounds – exploring African singing and drumming, polyrhythms, syncopation, call and response, cyclic rhythms and grid notation.

Course Skills

LISTENING AND ANALYSING: pupils listen to a range of music, identifying dimensions and devices and comparing music.

COMPOSING: pupils participate in practical activities and collaborate with others in pairs and group ensembles.

EXPLORING AND REHEARSING: Pupils explore practical music-making and refine musical items to include dimensions.

PERFORMING: Pupils perform and communicate musical intentions to peers, the class or their teacher. They share vocal, percussive or instrumental skills, showing understanding of genre or tradition.

EVALUATING: Pupils identify and reflect upon strengths and improvements and share responses. (We refer to this as Strength – Improvement – Response or SIR).

Extra-curricular learning:

A wide range of musical opportunities are available through our extra-curricular programme of ensembles and choirs.

Personal Development

“Working in partnership with parents/carers and the wider community to enable pupils to feel safe, included, happy and prepared for life beyond school”

Our Personal Development curriculum intends to:

- allow pupils time to explore issues that are important to their lives now and in the future;
- enable pupils to develop the skills of negotiation, resilience, applied health, self-awareness, and self-regulation;
- to enable pupils to make effective choices, to be mindful of British values and;
- to develop into positive citizens of modern-day Britain.

Course content:

Year 7

Autumn Term	Spring Term	Summer Term
<p>An introduction to PD</p> <p>Exploring issues that face pupils today for example Friendships, Bullying, different family units, puberty, Emotional literacy, and the age of consent.</p>	<p>RRR (Rights Respect and Responsibility)</p> <p>Exploring the role of the United Nations in supporting Children in their lives and, we study Children’s rights in the UK today as well as looking at how we can campaign successfully.</p>	<p>Law and the legal system in the UK</p> <p>Considering how laws are made, the youth court, the age of criminal responsibility and how young people are dealt with by the law when they commit crimes.</p>
<p>Healthy Relationships-</p> <p>Pupils are encouraged to identify and challenge gender stereotypes while developing a deeper understanding of the impact of inappropriate sexualised language.</p>	<p>The diversity of Britain –</p> <p>What does it mean to be British as well as multiculturalism, asylum and refugees and radicalisation in the UK. Looking at our own equality and diversity policy and school values.</p>	<p>Relationship Education-</p> <p>Introducing issues to pupils around relationships and allowing them to discuss and talk about this in a calm and sensitive environment. This includes work around friendships and different family types</p>
<p>E safety</p> <p>We consider how to stay safe online and how to recognise inappropriate behaviour and communications.</p>	<p>Careers education, (during Tutor periods)</p> <p>We consider our option subjects linked to future aspirations and alongside the need to maintain emotional health and wellbeing.</p>	<p>Drugs Education-</p> <p>We share the facts, laws, risks and consequences associated with drug, alcohol and tobacco use and the dangers of drugs that are prescribed, but still present serious health risks.</p>

<p>Science of Learning (during Tutor periods)</p> <p>Pupils develop a variety of different skills and will look at how they learn and the different processes.</p>	<p>Careers education, (during Tutor periods)</p> <p>we discuss body image and the media, how we can look after ourselves in an ever changing and dynamic world.</p>	<p>We teach about how to manage social influence, pressure and risk, navigating situations in which they may encounter dangerous substances in order keep themselves healthy and safe.</p>
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Year 8

Autumn Term	Spring Term	Summer Term
<p>Healthy Relationships-</p> <p>Pupils will be encouraged to identify and challenge gender stereotypes and have a better understanding of the impact of inappropriate sexualised language. They will also be encouraged to recognise inappropriate behaviour online.</p>	<p>Careers education-</p> <p>We consider our option subjects linked to future aspirations and alongside the need to maintain emotional health and wellbeing.</p>	<p>Relationship Education-</p> <p>Introducing issues to pupils around relationships and allowing them to discuss and talk about this in a calm and sensitive environment. This includes work around friendships and different family types.</p>
<p>E safety</p> <p>We consider how to stay safe online and how we can protect ourselves and others appropriate communications.</p>	<p>Emotional Health and Wellbeing-</p> <p>Pupils will have an opportunity to practice key skills by assessing their own knowledge of emotional health and wellbeing and be introduced to different aspects too.</p> <p>We discuss body image and the media, how we can look after ourselves in an ever changing and dynamic world.</p>	<p>Drugs Education-</p> <p>We share the facts, laws, risks and consequences associated with drug, alcohol and tobacco use and the dangers of drugs that are prescribed, but still present serious health risks.</p> <p>We teach about how to manage social influence, pressure and risk, navigating situations in which they may encounter dangerous substances in order keep themselves healthy and safe.</p>

Physical Education

"To inspire pupils to discover a lifelong love of sport and exercise"

Our PE curriculum intends to:

- experience as many sports as possible to find those which will develop a lifelong love of sport;
- have the opportunity to participate within our school community in a wide range of extracurricular activities;
- to develop the skills, knowledge and aptitudes needed to excel.



Course content:

Currently the sports covered are: Athletics, Basketball, Badminton, Dance, Football, Gymnastics, Health Related Exercise, Orienteering, Rugby, Netball, Table tennis, Tennis, Striking/fielding

Course skills:

In both Year 7 & 8, pupils will work across a carousel of sports, including a variety of team sports, individual sports, racket sports, gymnastics, dance, and problem-solving activities. Pupils will develop individual skills, team tactics and performances across these activities. They will learn how to exercise safely and understand the benefits of leading a healthy lifestyle.

Extra-curricular learning:

Pupils are encouraged to attend one of the many extracurricular sports clubs as part of developing their skills. There are a wide range of sports covered to allow pupils to select the one that suits them.

Religious Education

“Inspiring pupils to engage with life’s big questions”

Our RE curriculum intends to:

- inspire pupils to engage with life’s big questions;
- enable pupils to explore religions, world views and beliefs through varied experiences, approaches, and disciplines;
- enable pupils to reflect on the ideas of others and express their own ideas with increasing clarity and be able to consider how beliefs have an impact on individuals and communities.

Year 7 course content:

1. **Ethical Thinking-** Pupils will discuss different ethical theories and begin to engage with the RE intent.
2. **What is it like to be a Muslim in the 21st century?** Pupils look at concepts such as Umma, Hajj and Jihad and they will explore misconceptions within the Islamic faith.
3. **Is Christianity Relevant today?** - Pupils discuss important concepts within the Christian tradition and discuss whether it still has a place today including looking at Christmas and Easter.

Year 8 course content:

1. **What is it like to be Jewish Today?** - Pupils discuss different concepts and explore what it means to be Jewish including Brit Milah and the Covenant.
2. **How does the Media portray how we think about Religion?** - Pupils explore different ideas about what the media thinks about religion and discuss Humanism as well as how Religion is shown in films and television.
3. **Can Meditation help people overcome suffering? (Buddhism)** - Pupils will discuss Buddhism and think about concepts such as suffering and enlightenment. They will assess whether meditation can help people to overcome suffering.

RE is provided for all pupils in our school through dedicated curriculum time and, as part of our wider programme of Personal Development. Parents have the right to withdraw their child from RE and if you would like to do so, we welcome a discussion with you. Please use the contact@westgate.hants.sch.uk email address marked "FAO the Senior Leader responsible for Curriculum - RE".

RSHE, SMSC, British Values

SMSC stands for Spiritual, Moral, Social and Cultural development. The Government's definition of British Values is:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Relationship, Sex and Health Education (RSHE) is a statutory entitlement for all pupils. RSHE supports pupils to develop greater knowledge and understanding of physical, moral, and emotional development. At The Westgate School SMSC, RSHE and British Values are embedded within every aspect of the curriculum as part of your child's holistic development; key aspects are also specifically taught through our [Personal Development](#) curriculum.

Our RSHE, SMSC, British Values Curriculum intends to develop our pupils as individuals, encouraging them to think about and explore the ever-changing society in which we live and their unique contribution as part of a community. At The Westgate School, our specified curriculum, and the structure of our school community, intends to:

- Develop pupils' self-knowledge, self-esteem, and self-confidence, showing respect for themselves and others
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and mutual respect for, their own and other cultures
- Have respect for other people
- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Course Content:

- We provide a coherent assembly programme which enables SMSC, RSHE and British Values to be delivered at different and appropriate times throughout the year
- We provide a comprehensive Personal Development programme which is delivered by tutors and class teachers
- We promote active citizenship through our extensive pupil leadership opportunities, including an 'all-through School Council'
- We provide an extensive enrichment programme which every pupil is encouraged to access,
- We provide a variety of assemblies including pupil and guest led assemblies
- We develop an awareness of environmental issues and the need for sustainability
- Pupils contributed to the making of key policies

Science

“Through discovery and collaboration, we flourish”

Our Science curriculum intends to:

- develop a deep understanding of the world around us, by building a robust knowledge base of scientific ideas, models and phenomena;
- make critical thinking and curiosity the foundation of learning and inspire a love of learning, and collaboration in all our pupils;
- enable pupils to make safe and healthy choices throughout their lives and understand our role in creating an environmentally sustainable future for our planet.

Overview:

Key Stage 3 Science meets the expectations of the National Curriculum and beyond, both with respect to knowledge and skill development, providing a varied and balanced curriculum. Pupils study aspects of Biology, Chemistry, & Physics, merged into discrete, contextualised topics which support pupils in understanding how Science is integral to all aspects of life and the world around us.

Assessment:

Pupils will be assessed on the development of their scientific skills by in class assessments and will be assessed on their scientific knowledge through end of topic tests. The scientific skills being developed are: planning and evaluating, data analysis, practical skills, explanations, scientific numeracy, and scientific literacy. There will also be regular assessment for learning and feedback provided to pupils through the marking of exercise books.

Year 7 Curriculum

Pupils will study a balance of Biology, Chemistry and Physics, in contextualised topics. At the end of each topic pupils will complete a test to assess key knowledge.

In addition to this, pupils will undertake three assessment investigations throughout the year, to assess their investigative skills.

An overview of the topics and assessment investigations is given below.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Being a Chemist • Forensic Science • Skills enhancement lessons • Assessment investigation • End of term test and review 	<ul style="list-style-type: none"> • Sperm to space • Theme park Science • Assessment investigation • End of term test and review 	<ul style="list-style-type: none"> • Survival science • Energy changes • Assessment investigation • End of term test and review

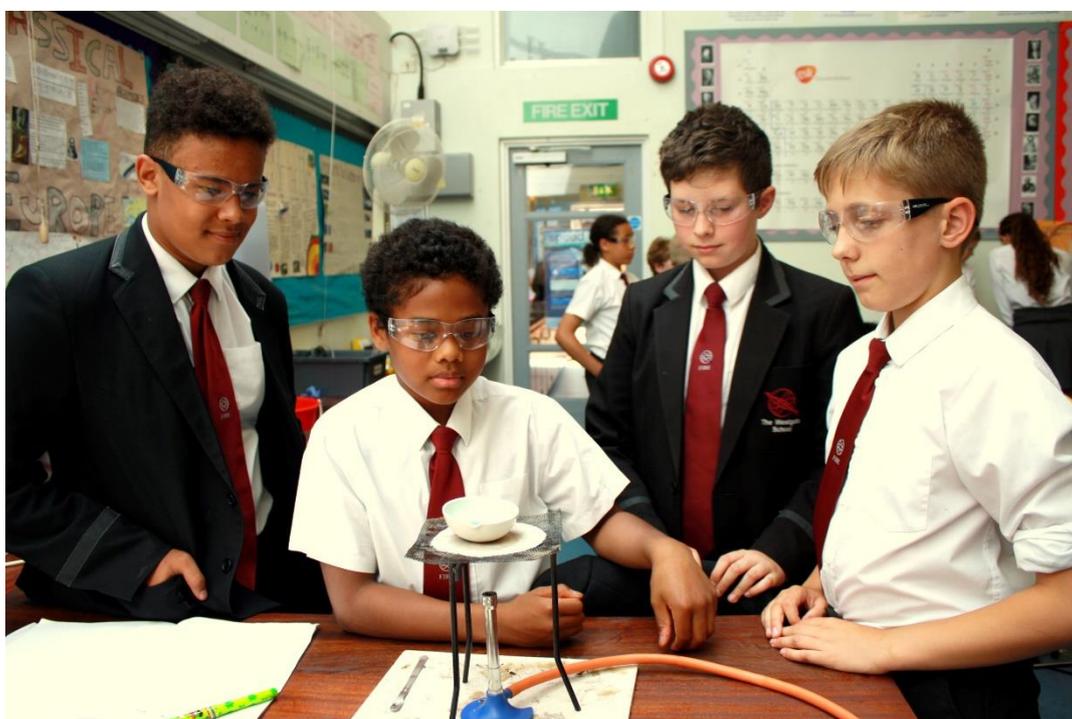
Year 8 Curriculum

Pupils will study a balance of Biology, Chemistry, and Physics, in contextualised topics.

At the end of each topic pupils will complete a test to assess key knowledge. In addition to this, pupils will undertake three assessment investigations throughout the year, to assess their investigative skills.

An overview of the topics and assessment investigations is given below.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Atoms• Life in Motion• Assessment investigation• End of term test and review	<ul style="list-style-type: none">• Genetics and variation• Waves• Assessment investigation• End of term test and review	<ul style="list-style-type: none">• Expeditions• Global Energy Resources• Assessment investigation• End of term test and review



The Wellbeing Curriculum

"Building resilience in a modern world"

Our Wellbeing curriculum intends to:

- promote emotional wellbeing and mental health;
- embed an understanding of how to remain resilient and self-aware of pressures;
- consider how physical activity can promote well-being for all;
- consider how we can support others in our community.

Year 7	
Assemblies	Pupil support team, Road safety, Young carers, supporting charities (Shoebox appeal) Enrichment opportunities, anti-bullying, Having a growth mind-set, Choices, Internet Safety, Bravery, Pride
Tutor Programme	GROUP, Mentoring, Highlight of the week, GSA (Club)
Science	Diet and nutrition, Balanced diets, Sports injuries, Fertilisation, Puberty, Stomach aches: indigestion and neutralisation
English & Media	Qualities of a good person (heroes), Mean Girls: representation of women, Confidence in spoken language
Maths	-Health and Fitness (data) -Fruit smoothies, packaging and nutrition
PE & Dance	Hygiene – importance of clean kit., Teamwork, Confidence (when performing) , - Resilience and perseverance (x country), Healthy lifestyles
Personal Development & Religious Education	Healthy bodies, healthy minds, Promoting different cultures and faiths, Sex education E Safety, Careers and Finance, Leadership, Emotional Health and Wellbeing, The Science of Learning, Law and Order, RRR. What is RE, The Search for Truth and Meaning, A study of Judaism, Inspirational figures and Leaders.
History	The Feudal System (belonging), The church (belonging), The black death (people demanded better pay and conditions), Castles: having security
Geography	Homelessness and overcoming housing, shortage, Being citizens, Being part of a community, Our place in Europe (industries and careers), Tribes and how we live, Tourism and the need for leisure
Technology	Healthy eating (5 a day), Eatwell Guide, Nutritional analysis, Food related illnesses, -Managing food intolerances, Reuse and recycling (benefits), Food for enjoyment
The Arts	Making mistakes and improving, supporting each other, Feeling safe and secure, Identity, -African arts: accepting different cultures
MFL	Food / healthy diet, Exercise, Confidence (speaking)

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

Year 8	
Assemblies	Supporting charities (Shoebox appeal), Taking responsibility, Enrichment opportunities, Anti-bullying, Having a growth mind-set, Resilience, Choices, Internet Safety, Bravery, Pride
Tutor Programme	-Mentoring - Reflections -Highlight of the week
Science	Drugs, Health industry, Antibiotics, Malnutrition, Vitamin C and AIDS
English & Media	Appreciating other cultures and lifestyles, Victorian times: reflecting on how lucky we are.
Maths	
PE & Dance	Teamwork, Confidence (when performing) Resilience and perseverance (x country) -Healthy lifestyles
Personal Development & Religious Education	Making choices, Online safety, Sexting, -Contraception, Promoting different cultures and faiths, The Science of Learning, Emotional Health and Wellbeing, Sex and Relationships, E Safety. Islam as a major world faith, women in religion, religion in the media and a study of Christianity.
History	Slave trade: how it destroys freedom and wellbeing, British empire: imposing wellbeing, Industrial Revolution – bought about wellbeing
Geography	-Sustainability: making the right choices -Migration: understanding reasons for immigration.
Technology	Healthy eating (5 a day), Eatwell Guide, Nutritional analysis, Food related illnesses, Managing food intolerances Reuse and recycling (benefits), Food for enjoyment
The Arts	Making mistakes and improving, supporting each other, Layers of security, Identity, accepting other cultures, Places: feeling happy and safe
MFL	Diet and Exercise, Smoking, Confidence (speaking)

Black = specifically taught

Blue= promotes / develops

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