



Chestnut
Grove &
PROUD

Year 8

**Spring and Summer
Terms**

2019-20

Curriculum Guide

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'The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university, thrive in employment and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional and dynamic approaches to teaching and learning.'

Dear Families

Welcome to the Year 8 Spring and Summer Term Chestnut Grove Academy Curriculum Guide.

Key Stage 3 is an exciting time in your child's learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a key way of ensuring your child has a smooth academic transition into Key Stage 3 and that we build on the progress made in Year 6. The purpose of this guide is to provide you with the full details of what your child will be studying this term, expectations of homework, how and when your child will be assessed and what you can do to help support your child's learning. If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher.

If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to info@chestnutgrove.wandsworth.sch.uk, clearly labelling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Finally, our Enrichment Curriculum is integral to the taught curriculum and includes a wide range of lunchtime and after school clubs, trips and visiting speakers. Our 2019-20 Clubs Timetable can be found at the following link:

<http://www.chestnutgrove.wandsworth.sch.uk/Clubs>

Please strongly encourage your child to participate in our Enrichment activities if they have not already done so.

Yours faithfully

Richard Cheesbrough

Assistant Headteacher (Key Stage 3 Curriculum)

Assessment in Year 8

From summer 2017 onwards students completing their GCSEs will be awarded a numerical score (9-1) in each of their subjects instead of an A*-G grade. In the Chestnut Grove Learning Path Assessment System each subject for Years 7- 11 has nine assessment steps which broadly correspond to the reformed GCSE grades. Using the KS2 SATS scores as a starting point, students are set aspirational targets for each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and intended progression for KS4:

KS2 Average Score	EoY 7	EoY 8	EoY 9	GCSE Grades
80-99	Step 1	Step 2	Step 3	4+
100-106	Step 2	Step 3	Step 4	5+
107-120	Step 3	Step 4	Step 5	7+

This will be reviewed and subject to change as GCSE reforms are embedded.

How will my child's work be assessed?

Work is normally marked at least once every three weeks and assessed on students' progress towards their learning goal and their resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE/DT/ICT/Art work is assessed slightly less frequently due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	Excellent Progress towards the learning goal. Extension work completed.	R4	Exceptionally hard working and committed to completing work to the best of his/her ability. Perseveres when work is challenging and tries to solve problems independently before seeking help.
PG	Good progress towards the learning goal. Homework is good.	R3	Usually hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	Satisfactory progress towards the learning goal. Homework also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. Sometimes gives up if work is challenging.
PU	Unsatisfactory progress towards the learning goal. No homework submitted	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. Gives up very easily if work is challenging. Fails to seek help.

Where appropriate, students also self or peer assess work to help them learn from common mistakes and misconceptions. Teachers also provide whole class feedback throughout lessons, responding to the needs of the class as they arise.

Detailed marking with 'MRIs' and mark schemes

In each subject, teachers have identified the pieces of work that will be marked in detail to assess students' knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback that the teacher has provided. At Chestnut Grove we call these responses 'MRI' (My response is..) and students normally complete them in red pen.

Details of these assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and 'learn from mistakes'.

Spring Term Diagnostic Assessments

During the Spring Term, diagnostic tests will take place during the **week commencing 9 March 2020** and will take place during normal lessons.

With the support of their teachers, students self and peer assess this set of tests. Their purpose is for students to learn from mistakes and develop techniques to help them in the end of year examinations and GCSEs.

Summer Term End of Year Examinations

In the Summer Term students will have end of year exams in all subjects. For English, Mathematics and Science these take place in the Sports Hall and in all other subjects the examinations take place in classrooms during lesson time. You will be sent a formal timetable so that you know when each exam will take place.

The dates for the exams are as follows:

Core Subjects (English, Mathematics and Science): **4 – 7 May 2020**

Foundation Subjects (all other subjects): **11 – 15 May 2020**

The purpose of this is to help students develop the skill of learning large volumes of knowledge, building a foundation to GCSE courses.

Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also available on our website at the following link:

<http://www.chestnutgrove.wandsworth.sch.uk/KS3-Revision>

Homework

Homework is of vital importance as it both increases the learning time available for students and helps students to develop independence and organisational skills. Students are required to take responsibility for recording all homework in their student planner and marking when it is complete. Your support in checking the student planner and completion of homework on a regular basis is invaluable in helping students to develop positive homework habits in preparation for GCSE. Where possible, please provide your child with a quiet space in which to complete homework, with access to a desk or table.

YEAR 8 HOMEWORK TIMETABLE Year 8 students are expected to spend **30-45 minutes** on each individual piece of homework. Where a subject is in **bold** this indicates that homework will be set on this day in this subject in all sets on that side of the year group. You can check on your individual timetable to see which set he or she is in for other subjects.

Performing Arts and Music homework is set once per half term.

8X (Kapoor, Hepworth, Blake)	Monday	Tuesday	Wednesday	Thursday	Friday
Please note, students can be in different sets in different subjects.	Health/Specialism Maths Art (8X1, 8X2) History (8X1, 8X3) Geography (8X2) DT (8X1, 8X3, 8Y2)	Science PBE (8X2) (once per fortnight) Spanish (8X3)	English Spanish (8X1, 2) Geography (8X3) Computing (8X3)	Art (8X3) PBE (8X1, 8X3) (once per fortnight) Geography (8X1) History (8X2) DT (8X2) Computing (8X1, 8X2)	English Maths
8Y (Turner, Da Vinci, Kahlo)	Monday	Tuesday	Wednesday	Thursday	Friday
Please note, students can be in different sets in different subjects.	Health/Specialism Maths Art (8Y1, 8Y2) French (8Y1) DT (8Y2) Computing (8Y3)	Science History (8Y1, 8Y2) French (8Y3) DT (8Y1)	English Geography (8Y1, 8Y2) History (8Y3)	French (8Y2) PBE (8Y2, 8Y3) (once per fortnight) DT (8Y3) Art (8Y3) Computing (8Y1, 8Y2)	English Maths PBE (8Y1) (once per fortnight) Geography (8Y3)

Year 8 Literacy

At Chestnut Grove, we believe that literacy is one of the most important life skills we can offer our students: both in terms of academic success and in developing students' confidence and individual voices in the wider world. We profoundly believe that all teachers are teachers of literacy across the school and, therefore, literacy is embedded within all aspects of the curriculum at Chestnut Grove – from maths to PE – as well as a range of extra-curricular activities designed to inspire and support students across the school.

Every student in Year 8 is given a weekly guided reading session in the Library in order to promote their love of literacy and their decoding skills across a range of texts, supported by volunteer Sixth Form Literacy Mentors. This also gives students an opportunity to track and log their own independent reading, supported by our Librarian's guidance, to stretch and challenge them independently. We ask every child in Year 8 to have a reading book in their bag every day and reading is integral to the Year 8 tutor program. Please strongly encourage your child to attend the Library at break and lunchtimes to renew library books and become immersed in a culture of reading.

To inspire a love of literature, throughout the year we have numerous events to celebrate literacy across the school. Whether it's the Year 8 Spelling Bee or workshops for World Book Day, both staff and students engage with a love of literature and encourage students to read as widely as possible both fiction and non-fiction.

You can support the development of your child's literacy by:

- Supporting him or her with homework, checking that he or she is writing extensively.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from our brand new Library.
- Testing your child on the meanings of key terms in each subject and spelling.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Students who have fallen behind in English are given extra support in English lessons, via the SEND team or EAL department or with Pupil Premium 121 support.

Numeracy

Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

Arts and Languages Specialists

Along with an enriched curriculum and trips and visits, Arts and Languages specialists have extra lessons at the following times:

Art: Thursday after school

Languages: Wednesday lunchtime

Inclusion

Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We meet with all the parents of SEND pupils once per term to discuss progress and support strategies.

SEND Workshops are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone homework club and workshops tailored to meet the needs of pupils with ASD)

Learning Support Centre workshops are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

LSA in class support is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

Key Dates for Year 8

Week commencing **9 March 2020** – Spring Term Key Stage 3 Diagnostic Assessment Week (written tests in the EBacc subjects)

Week commencing **4 May 2020** – Key Stage Core Subjects Exam Week (Written exams in English, Maths, Science)

Week commencing **11 May 2020** – Key Stage Foundation Subjects Exam Week (Written exams in all other subjects)

Year 8 Parents' Evening – **Thursday 18 June 2020**

Subject Curriculum Guides

Curriculum Timings:

Key Stage 3 is an exciting time in our students' learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSEs and A Levels and give them the foundation to flourish in adult life. At Key Stage 3, our curriculum is broad and balanced, based upon the entitlement outlined in the 2014 National Curriculum.

The weekly curriculum offer at Key Stage 3 is as follows:

- 11 hours in the 'Core' (English 4 hours, Mathematics 4 hours and Science 3 hours)
- 6 hours in the remaining 'EBacc' subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in Computing
- 1 hour in RE (Philosophy, Beliefs and Ethics)
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour Design Technology 1 hour, PE 2 hours)
- 50 minutes of 'Health'



Year 8 Human Rights and Equality

Human rights and equality are promoted across the curriculum at Chestnut Grove. As a UNICEF rights-respecting school, we ensure that our curriculum, and the way that it is delivered, helps students to understand their rights and responsibilities at a local, national and global level. In the Spring and Summer term in Geography, students will consider the impact of migration including the right to asylum. In Art, students will use text art to highlight cultural information about an area and to help them express themselves, thereby considering their right to free speech. In PE, students will consider the right to health and the right to leisure as they focus on resilience, working with others and achieving their sporting potential. In DT, students will cover sustainable issues in design and look at the effect of plastic on the environment. In PBE, students will look at the right to beliefs as well as issues of globalization, inequality and colonialism, considering how society has changed and what rights are still not being met. In History, students will be analyzing the causes of the World Wars and think about the impact of the Holocaust. In English, students will use short stories from around the world to better understand their global neighbours. Finally, in Maths, students will consider financial topics and think about how using maths can help them, and others, ensure their right to health and safety.

English

Staffing:

Head of Department: *Charlotte Robinson* **Email:** crobinson@chestnutgrove.wandsworth.sch.uk

Head of KS3 English: *Cathryn Smith* **Email:** csmith319.212@chestnutgrove.wandsworth.sch.uk

Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

KS3 is a broad curriculum ranging from *The Edge* to modern poetry, formal writing, to writing their own fiction and non-fiction texts. Students are encouraged to read independently, particularly unseen extracts, developing the reading skills, in order to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts.

Curriculum breakdown this term:

1. *Hero's Journey/Beowulf/Myth: Superhero Creative Writing*
2. *Much Ado About Nothing*
3. War Poetry
4. Short Stories

Assessments this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Creative Writing
2. Much Ado About Nothing Essay
3. End of year exam: Creative writing and Shakespeare essay
4. Evaluate a short story

Spring Term Test Revision Checklist:Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to identify structure techniques
- ✓ How to explain the effect on the readers

Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to write appropriately for different genres eg. fiction and non-fiction

What can you do to support your child in English?

- ✓ Supporting your children with their homework, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website

Wider reading and useful web-sites or activities to support learning:

www.samlearning.com

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

www.sparknotes.com

www.schmoop.com

Reading lists on the school website

Homework:

One homework set per week.

You can support your child by ensuring they are completing homework on time, and to a high standard. You can read through their homework and see whether it could be developed, or if there are any obvious errors.

You can encourage your child to read as much as possible at home.

Maths (Sets 1 and 2)

Staffing:

*Mark Green: Head of Mathematics
mgreen@chestnutgrove.wandsworth.sch.uk*

Subject Description:

In Year 8 maths will be taught using the mastery concept. This is about students becoming systematic learners, mastering the topics they have learnt in order to apply it in any given problem solving context. There are 5 key concepts for teaching for mastery.

Coherence

Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.

Curriculum breakdown this term:

Spring Term:

- Algebraic notation, like terms, expanding brackets, algebraic expressions, factorization. Solving linear equations and inequalities. Coordinates and linear functions, sequences.

Summer Term

- Angles in quadrilaterals and polygons. Perimeter and area of parallelograms and trapezia. Volume and surface area of prisms and cylinders.
- Statistical Graphs.

Assessment this term:

End of chapter assessments and end of year assessment.

Spring/Summer Term Test Revision Checklist:

All topics from the above curriculum breakdown.

What can you do to support your child?

Provide a quiet place for your child to do their homework.

Check their homework diary each night to see what homework is being recorded.

To help instil a fruitful work ethic, it is imperative that students develop a good sleep pattern.

Therefore we advise a restricted use of mobile phones and electronic games at night time.

Wider reading and useful web-sites or activities to support learning:

We use the Discovering Mathematics text book by Victor Chow, this is the Student Book 2C. We encourage parents/careers to buy the Discovering Mathematics 2C workbook if possible, this will give your child further exercises they can complete at home. You can purchase these on Amazon.

Homework: Homeworks are often set on MyMaths.co.uk and students have individual logins The homework is normally on topics that have been covered in lessons that week, the homework is aimed at testing their fluency, mathematical reasoning and problem solving skills.

Maths (Set 3)

Staffing:

*Mark Green: Head of Mathematics
mgreen@chestnutgrove.wandsworth.sch.uk*

Subject Description:

In Year 7 maths will be taught using the mastery concept. This is about students becoming systematic learners, mastering the topics they have learnt in order to apply it in any given problem solving context. There are 5 key concepts for teaching for mastery.

Coherence

Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.

Curriculum breakdown this term:

Spring Term:

- Algebraic notation, like terms, expanding brackets, algebraic expressions. Solving linear equations and inequalities. Coordinates and linear functions, sequences.

Summer Term

- Angles in quadrilaterals and polygons. Perimeter and area of parallelograms and trapezia. Volume and surface area of prisms and cylinders.
- Statistical Graphs.

Assessment this term:

End of chapter assessments and end of year assessment.

Spring/Summer Term Test Revision Checklist:

All topics from the above curriculum breakdown.

What can you do to support your child?

Provide a quiet place for your child to do their homework.

Check their homework diary each night to see what homework is being recorded.

To help instil a fruitful work ethic, it is imperative that students develop a good sleep pattern.

Therefore we advise a restricted use of mobile phones and electronic games at night time.

Wider reading and useful web-sites or activities to support learning:

We use the Discovering Mathematics text book by Victor Chow, this is the Student Book 2B. We encourage parents/careers to buy the Discovering Mathematics 2B workbook if possible, this will give your child further exercises they can complete at home. You can purchase these on Amazon.

Homework: Homeworks are often set on MyMaths.co.uk and students have individual logins The homework is normally on topics that have been covered in lessons that week, the homework is aimed at testing their fluency, mathematical reasoning and problem solving skills.

Science

Staffing:

Ms Collister – Head of Science ncollister@chestnutgrove.wandsworth.sch.uk

Mr Gordon – 2iC and KS3 Coordinator

agordon@chestnutgrove.wandsworth.sch.uk

Subject Description:

Science literally explains everything we come into contact with in our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills.

Curriculum breakdown this term:**Spring Term:**

Evolve – learn about what makes you, you – DNA, reproduction and fertility.

Waves – learn about what causes sound, how you hear and measure the speed of sound.

Learn how we see different colours, what a rainbow is, and how your eye works.

Summer Term:

Earth Science - opportunities for students to study the composition of our Earth, global warming, ozone layer depletion and pollution. They will be able to advise people on how to live a sustainable life now and in the future.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring:

1. Selective breeding extended task
2. Spring term assessment (Week Beginning 12th March) combined test - module 8 evolve & module 9 waves
3. One addition piece specific to each class

Summer:

1. End of year exam Wk beginning 8th May
2. The rock cycle extended task

Spring Term Test Revision Checklist: *(For the Spring Term Test in EBacc subjects only)*

Evolve:

- ✓ DNA
- ✓ Cloning
- ✓ Sexual reproduction
- ✓ Foetal development
- ✓ Asexual reproduction

Waves:

- ✓ Sound
- ✓ The ear
- ✓ Uses of sound waves
- ✓ Light
- ✓ Reflection
- ✓ Refraction
- ✓ Diffraction
- ✓ Splitting white light
- ✓ The eye
- ✓ Photocells
- ✓ Colour

Summer end of year Test

The summer exam will test on all content from the above modules in addition to autumn term modules The chemical apprentice, the food factory and skills taught throughout the year.

What can you do to support your child in Science?

- Ensure your child is completing all homework set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a KS3 revision guide and workbook for consolidating work at home.

Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- SAM learning
- Yr7-8 Collins KS3 Science revision guide ISBN: 978-0-00-756282-4 OR All-in-one revision & practice ISBN: 978-0-00-756283-1
- YouTube channels like asapscience and TedTalks

Homework:

- One piece per week that should take approximately 30 minutes to complete.

History

Staffing:

Head of Department: Miss Adams

Email: ladams@chestnutgrove.wandsworth.sch.uk

Subject Description:

'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills; students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Curriculum Breakdown:

Spring Term 1: The Industrial Revolution

Spring Term 2: The First World War

Summer Term 1: The Second World War

Summer Term 2: The Holocaust (Anti Semitism throughout history)

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term:

How useful are sources A and B for an enquiry into whether the events at Peterloo were the beginning of a revolution?

How far do you agree with the statement 'lions led by donkeys' when referring to British leadership throughout the First World War?

End of term assessment

Summer Term:

Why did the German people vote for Hitler?

End of year assessment

Spring Term Test Revision Checklist (EBacc subjects only):

Topic 1: Industrial Revolution

- Urbanisation of Britain
- Factories, mines and workhouses
- Public health, Jack the Ripper and the Chartists

Topic 2: The First World War

- Causes of the FWW
- The Western Front and the Somme
- Haig- hero or villain?

End of Year Exam Revision Checklist (all subjects):

Topic 1: The Slave Trade

- Trade Triangle
- Who benefitted from the slave trade?
- Slave resistance
- Abolition

Topic 2: The British Empire

- Why did Britain develop an empire?
- Indian Mutiny
- Rhodes and Africa
- Great hunger in Ireland
- Opium wars
- Transportation
- African resistance to colonialism

Topic 3: Industrial Revolution

- Urbanisation of Britain
- Factories, mines and workhouses
- Public health, Jack the Ripper and the Chartists

Topic 4: The First World War

- Causes of the FWW
- The Western Front and the Somme
- Haig- hero or villain?

What can you do to support your child in History?

- Discussions based on what students have learnt.
- Ensure homework is completed and to a high standard
- Help practice key vocabulary
- Show them the geography of Britain, make them aware of places and people outside of London. Also, show them where Britain is in relation to the rest of the world. Developing geographical literacy is imperative when we start looking at how Britain interacted with the rest of the world throughout history.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

Year 8 includes some potentially sensitive topics so giving your child space to reflect on the issues raised in class is very helpful.

Wider reading and useful web-sites or activities to support learning:

- www.bbc.co.uk/education
- www.history.com
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series
- BBC Teach history videos on YouTube

Homework:

- Set once a week (or tic tac toe style at the beginning of a half term)
- Students should spend 30 minutes completing their History homework

Geography

Staffing:

Head of Department: Kieran Reeves

Email: kreeves9.212@lgflmail.org

Subject Description:

In Key Stage 3 Geography, students are prepared for the rigours of the new GCSE in the subject and receive an exciting grounding in the key physical and human topics. Students' learning is enriched via up to date case studies which bring the subject to life. With an increasing focus upon the 'knowledge curriculum' students are required to demonstrate that they can learn the key case studies and geographical concepts for termly testing. However, this is also developed further through decision making projects and essays. Students also learn key geographical skills including numerical analysis and Ordnance Survey Map reading.

Curriculum Breakdown:

Spring Term: Environmental issues (continued): Students will examine the causes, impacts and solutions to plastic pollution, traffic congestion and air pollution.

Spring Term: Glaciation and Cold Environments. Students will study glacial features and processes, importance of glacial areas and the impacts of climate change on glacial areas. Students will then research Antarctica and it's potential for a sustainable future.

Summer Term 1: Geographical issue analysis and decision making. Each year students will examine a different geographical topic eg Africa to EU migration or creating sustainable slums in Mumbai and do a decision making paper on it, considering the causes, impacts, stakeholders and solutions to the issues they face.

Summer Term 2: How much does our holiday cost? Students will study the impacts – both positive and negative of tourism at a series of scales and levels of development both in the UK and the wider world, with an emphasis on Thailand. Students will become more aware of how to limit the negative impact and increase the positive impacts of their own holidays.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term: UK Government Environmental decision making exercise and does Antarctica have a sustainable future?

Summer Term: Decision making paper on the geographical issue analysis and End of Year exam.

Spring Term Test Revision Checklist:

- ✓ Environmental issues: climate change, plastic pollution and local air pollution.
- ✓ Glacial processes and landscapes.

End of Year Exam Revision Checklist:**Population**

- ✓ Factors affecting birth rates and death rates
- ✓ Demographic Transition Model
- ✓ Japan's ageing population

The Environment and Us

- ✓ Causes of climate change
- ✓ Impacts of climate change

Glacial Landscapes

- ✓ Features of glacial landscapes
- ✓ Glacial processes
- ✓ Impacts of glacial retreat

More information to follow nearer the time.

What can you do to support your child in Geography?

Ensure homework is completed on time and to a very high standard.

Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start.

Wider reading and useful web-sites or activities to support learning:

We produce our own revision guides for exams.

Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

Homework:

Homework is set on a weekly basis and includes knowledge revision, essays, short answer questions, research and skills tasks.

French

Staffing:

Head of Department: Ms Helen Holding

Email: hholding@chestnutgrove.wandsworth.sch.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown, spring/ summer terms:

Spring: Going out, making excuses, clothes, going shopping, talking about food, talking about French meals, using the partitive article, preparing for party, shopping for food, eating at a restaurant.

Summer: talking about countries and languages, describing a holiday centre, booking a trip online, talking about a French speaking country, talking about friends, saying what you do with pocket money, talking about your plans for the summer holidays.

Assessments, spring/ summer terms: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test on clothes and shopping
2. Writing task on clothes and shopping
3. **Spring term assessment (Week Beginning 11th March)**
4. Vocabulary test on holidays
5. Reading and listening task on booking a holiday
6. **Summer term assessment (week beginning 13th May)**

Spring/summer Term Test Revision Checklist:

- ✓ going out
- ✓ making excuses
- ✓ clothes
- ✓ going shopping
- ✓ talking about food
- ✓ talking about French meals
- ✓ using the partitive article
- ✓ shopping for food
- ✓ eating at a restaurant
- ✓ countries and languages
- ✓ holiday facilities
- ✓ describing a friend
- ✓ near future tense

What can you do to support your child in French?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their homework to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zqdqxb> BBC Bitesize

www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Homework:

Homework is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Spanish

Staffing:

Head of Department: Ms Helen Holding

Email: hholding@chestnutgrove.wandsworth.sch.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown, spring/ summer term:

Spring: Saying where you went on holiday, saying how you travelled, saying what you did on holiday, giving a presentation about holidays, use of the preterite tense, talking about mealtimes, shopping for food, eating at a restaurant, talking about a special meal

Summer: Talking about clothes and school uniform, planning a trip to Argentina, talking about shops in Barcelona, describing a city, giving and asking directions.

Assessment, spring/ summer term : *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test – countries and modes of transport
2. Reading homework – past tense holiday, where you went, what you did etc
- 3. Spring term assessment**
4. Vocabulary test – clothes and descriptions
5. Reading task – on a Spanish speaking city
- 6. Summer term assessment**

Spring/ summer Term Test Revision Checklist:

- ✓ Countries and holidays vocabulary
- ✓ The past tense of all verbs to do with holidays
- ✓ mealtimes
- ✓ shopping for food
- ✓ eating at a restaurant
- ✓ clothes
- ✓ shops
- ✓ directions

What can you do to support your child in Spanish?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their homework to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdqxb> BBC Bitesize

www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Homework:

Homework is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Art

Staffing:

Head of Department: Mr J Wildman

Email: jwildman@chestnutgrove.wandsworth.sch.uk

2ic: Mr D Coulson

Email: dewencoulson@chestnutgrove.wandsworth.sch.uk

Subject Description:

Art and Design at Chestnut Grove aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through KS3, they should be able to think critically and develop a more rigorous understanding of art and design.

Curriculum Breakdown:

Spring Term 1: Students will begin their second project of the academic year entitled 'Ugly Dolls'. In this unit students will create a range of design ideas and then make their own ugly doll. Students will explore a range of stitching techniques such as applique. Students will analyze and comment on their own design work and the design work of the Ugly Doll brand.

Spring Term 2: After the February half term, year 8 students will begin a project entitled 'Objects and Viewpoints'. The aim of this project is to strengthen observational drawing skills using a variety of drawing techniques. Students will work to develop painting skills and a variety of collage techniques and processes.

Summer Term 1: Year 8 Art students will continue to respond to the theme of Objects and Viewpoints. Students will research, explore and analyse the work of cubist artists such as Picasso, Braque and Michael Craig Martin. Students will create a final piece inspired by the work of Michael Craig Martin. During the making of the final piece students will learn how to use photo shop as a tool to enhance creative work.

Summer Term 2: 'Word Art' is the final Y8 Art project of the academic year. During this short project students will learn how artists use text to create site-specific art. Students will explore artists such as Camille Walala and Ben Eine to create their own piece of text art. The formal elements of shape, colour and pattern will heavily influence final design ideas.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term:

- 1 - Ugly doll design sheet
- 2 – Ugly doll final piece and evaluation
- 3 – Cubist mixed media observational drawing
- 4 – Tonal drawings of everyday objects.

Summer Term:

- 1 – Analyze of a selected cubist artist
- 2 – final piece drawing
- 3 – Final piece refined through collage/photo Shop

What can you do to support your child in Art?

Students will be encouraged to complete wider reading at home on Textile Design
Students could practice stitching techniques in their own time and adapt and refine their Ugly Doll designs.

Encourage students to visit a range of galleries and exhibitions. I encourage students to explore and discover a genre of art that interests them. The more regularly students can draw, the more skillful and confident artists they will become. Encourage your child to draw from imagination and also from the world around them.

Wider reading and useful web-sites or activities to support learning:

New British Artists	www.newbritishartists.co.uk
Photographers' Gallery	www.photonet.org.uk
Pitt Rivers Museum	www.prm.ox.ac.uk
Royal Academy	www.royalacademy.org.uk
San Francisco Museum of Modern Art	www.sfmoma.org
The Artchive	www.artchive.com
The British Museum	www.britishmuseum.org
Centre Pompidou	www.cnac-gp.fr
Crafts Council	www.craftscouncil.org.uk
Design Museum	www.designmuseum.org
Guggenheim	www.guggenheim.org
The Lowry	www.thelowry.com
Metropolitan Museum of Art	www.metmuseum.org
Minneapolis Institute of Art	www.artsmia.org
Museum of Modern Art	www.moma.org
National Galleries of Scotland	www.nationalgalleries.org
National Gallery	www.nationalgallery.org.uk
National Media Museum	www.nationalmediamuseum.org.uk
National Portrait Gallery	www.npg.org.uk
Natural History Museum	www.nhm.ac.uk
New Art Gallery Walsall	www.artatwalsall.org.uk
Tate online	www.tate.org.uk
Victoria and Albert Museum	www.vam.ac.uk
Yorkshire Sculpture Park	www.ysp.co.uk

Homework:

Art Homework is set fortnightly and is handed out on individual worksheets. Art homework will either be an observational drawing task, a research task or an artist analysis. Writing Frames and artist analysis guideline sheets will be available to support the completion of homework. Students should spend 40 minutes on Art Homework.

Design and Technology

Staffing:

Head of Department: Mr Wildman

Email: jwildman@chestnutgrove.wandsworth.sch.uk

Subject Description:

Design & Technology at Key Stage 3 focuses on four key areas; research, designing, making and evaluating.

Research

- Understanding and analysing the design context.
- Analysing relevant existing products or systems relating to design intentions.
- Target market identified and the intended consumer/user profiled.

Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

Making

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.

Curriculum Breakdown:

Spring Term 1: Students will either be introduced to our new food technology curriculum or taught in the D&T workshops making a small wooden maze game. In cooking and nutrition lessons each week we will deliver lessons which focus on nutrition as well as teaching students how to prepare and cook different dishes. Students may be asked to bring in ingredients if needed.

Spring Term 2: Students will continue with their cooking and nutrition/workshop lessons for duration of this half term.

Summer Term 1: Students who haven't taken part in food lessons will be introduced to our 'cooking and nutrition' curriculum. The rest of Year 8 will be taught in the D&T workshops making a small wooden maze game.

Summer Term 2: Students will continue with their cooking and nutrition/workshop lessons for duration of this half term.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring and Summer Term: Progress grades will be based on in-class research, designing and making. A detailed evaluation using the PINS method (positives, improvements, negative and summarizing) will also be assessed.

Students will also write weekly/fortnightly evaluations for their dishes prepared/cooked/baked in cooking and nutrition lessons.

End of Year Exam Revision Checklist (all subjects):

Identifying materials and properties (wood and polymers).

Electrical components.

Three areas of the design process (research, designing and evaluating).

Manufacturing and production methods (equipment and tools related to the projects this year).

What can you do to support your child in D&T?

- **Visit exhibitions and galleries** which would keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to help prepare meals** to develop their cooking skills.
- **Encourage your child to practice drawing skills** at home – looking at objects and products around home.

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Homework:

In Key Stage 3 students will receive homework twice a half term and once a week in Key Stage 4. These homeworks are often theory based and backup the practical element of D&T we complete in lesson times.

Physical Education

Staffing:

Head of Department: Mr J. Tobin - HOD - jtobin3.212@lgflmail.org

Subject Description: The program of study builds on the knowledge, understanding and skills established in your primary school. It will give you exciting opportunities to be involved in a number of different physical activities. You can perform in one or all of the following roles: player/participant, leader or official. You will learn to: develop your knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve your own development in a variety of roles, identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Curriculum Breakdown:

Spring Term : Rotation of Badminton, Football, Athletics, Hockey, Netball. Each group to follow a unit on each activity learning basic skills and an introduction to tactics and rules of the activity. Students will cover 4 of the above activities this term, where possible students will not repeat any activities from the Autumn term.

Summer Term 1: Rotation of activities between, Rounders, Athletics, Cricket, and Softball, Each group to follow a unit on each activity learning new skills refining skills tactics and beginning to develop leadership skills. Where possible students will not repeat any activities from the Autumn term.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

In Physical Education, you will receive detailed feedback, linked to a mark scheme / criteria in line with the performance indicators for each area of activity, modified from the GCSE PE specification, to which you will make MRI responses on the following teacher assessments in each activity area. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability.

What can you do to support your child in Physical Education ?

Parents can help and support learning by:

- ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name,
- encouraging physical activity as part of a healthy lifestyle,
- encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.

The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.

Wider reading and useful web-sites or activities to support learning:

We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion in a live or televised is beneficial to understand the rules conventions and appreciate high level performance. Watching YouTube videos of high-level performance and the numerous coaching Vlogs. Reading sporting biographies and keeping up to date with sporting current affairs through newspapers, magazines and websites.

Homework:

A wide range of extracurricular clubs run throughout the term, please see the school extracurricular calendar for full details of times and locations.

Music

Staffing:

Ms E Dydymka, HOD Performing Arts

Ms K Striesow (RSL year 8)

Subject Description:

Throughout KS3 students are taught Music for one hour each week. Lessons focus on three main strands of learning; Performing, Composing and Appraising. Students learn about different musical genres and traditions as well as developing their vocal and instrumental skills. Music Technology skills are further developed in our dedicated MAC suite. We also encourage all students to learn the basics of reading musical notation and traditional aural skills. This work is further supplemented by our extensive Extra Curricular programme (see website and newsletter for details).

Curriculum breakdown this term:

Spring 1

Developing Keyboard Skills

Students will work individually to develop their keyboard skills before completing a final assessed performance on a piece selected of the style. They will then develop a group composition for their final assessment.

Spring 2

Musical Fusions

Students will explore different world and contemporary musical styles before selecting two styles to use as the basis for a paired composition. They will use Logic pro to create their finished piece.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Practical assessments in class are completed at the end of each unit. These are marked against stepped success criteria and students are then given a progress grade. This term students will complete:-

- *Individual keyboard performance*
- *Paired fusion composition on Logic Pro*

What can you do to support your child in music?

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.
- Once per half term, listen to a music clip together and assist your child by asking....
“What instruments can you hear? Is it fast, slow? What mood does it create? Why? Who is the intended audience? Why? Do you like it? Why/why not? What are the dynamics? Why has the composer or performer done that? What features does it have from the style you are studying?”

Wider reading and useful web-sites or activities to support learning:

- ABRSM theory app, free
- Ultimate guitar tab for song sheets
- Free concerts at south bank and various locations (TimeOut website)
- Horniman museum music lab, Forest Hill

Homework:

- *Weekly listening tasks*
- *Learning key vocabulary*

Drama

Staffing:

Lucinda Merritt (Head of Drama)
Emily Dydymaska (Head of Performing Arts)

Head of Department: Lucinda Merritt

Email: Imerritt@chestnutgrove.wandsworth.sch.uk

Subject Description:

Students will have one lesson of Drama a week in year 7. Drama schemes of work introduce students to performance skills and techniques that are then used in practical class work to create performance. Each year students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of work will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

At Chestnut Grove there are lots of opportunities for students to be involved in Drama including after school and lunchtime clubs, productions (including the annual whole school musical) and externally facilitated workshops.

Curriculum Breakdown:**Spring Term 1- Restoration and 18th Century Theatre**

After an 18-year ban of theatre comedic performance became a way to celebrate the end of Puritan rule. Students will begin to understand the historical context of Restoration Theatre, learn some of the mannerisms and behaviours of the time and use props to communicate meaning. Students will also develop their understanding of 18th Century Theatre through the exploration of *The Beggar's Opera* a satirical ballad opera using voice to develop characterisation.

Spring Term 2- Noughts and Crosses

A play by Malorie Blackman that depicts a fictional dystopia where racial inequality is flipped on its head. Students will explore the themes of inequality and power and consider how they may interpret the script for performance using voice, physicality and production elements such as sound, lighting and staging.

Summer Term 1- Political Theatre

Students will use research to support the devising and development of a Political Theatre piece that explores a socio-political issue.

Summer Term 2- Slapstick Comedy

Students will engage with the key features of slapstick including practical jokes, trips and falls, stage combat and comedy chases. Each lesson will focus on a feature with students developing both knowledge of and skills required for comedic performance before devising a final piece.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Autumn/Spring Term: Students will be assessed on their practical work and final devised performances. Students will receive a practical assessment record feedback sheet (PAPAR) with feedback on their devising, performance and evaluative skills, their positivity, resilience and written homework task.

Summer Term: Students sit a written exam in the style of the GCSE drama exam evaluating a piece of live theatre

End of year exam revision checklist:

Drama terminology sheets

Drama evaluative writing frame

What can you do to support your child in Drama?

Encourage your son /daughter's full participation in Drama and support them to do their homework.

Activities to support learning:

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

Check out CGAdrama on YouTube for videos that will support your studies.

Homework:

Spring and Summer Term:

There is one piece of homework per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

Summer Term:

Students will need to revise for the written exam using their revision booklets that include relevant subject terminology and an evaluative writing frame.

Dance

Staffing:

Ms C Atkinson

Subject Description:

Throughout KS3 students develop their skills in the three key areas of dance: performance, choreography and analysis/evaluation. They explore a variety of dance styles at KS3 including African, Bollywood, Jazz, Contemporary dance and Streetdance. They also use a variety of stimuli such as films and professional dance works to create their own dance pieces. Through each unit they also develop teamwork and problem solving skills, creativity, physical fitness and confidence.

Students study Dance on a rotation with Drama. They will receive 3 half terms of dance and 3 half terms of Drama.

Curriculum breakdown this term:

Spring Term 1a

MTV- Dances influence on music

This term, students will explore the role of dance in music videos, and the relationship between music and dance.

We will look at this in 3 ways:

How dance can make a music icon popular (Michael Jackson)

How the dance is the main focus of a music video (chacha slide, whip nay nay etc.)

How dance can be used to make a statement (Beyonce's Formation, Lady Gaga Born this Way, Justin Bieber Sorry).

Students will be creating their own movement based on the above to end up with a piece of work that has 3 sections.

Students will continue to develop their skills as dance makers, looking at the relationship between dance and music and the role dance can have on a piece of music.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

- *Practical assessment focusing on performance, creation, evaluation, resilience and positivity in lessons. The will be graded from 1-4 in each of these areas as well as being given a progress grade.*

What can you do to support your child in music?

- Ensure your child has their kit for dance lessons – PE T-shirt, tracksuit bottoms, trainers or dance shoes.
- Ask your child to show you what they have learnt/choreographed in class and encourage them to rehearse at home.
- Encourage your child to participate in an extra-curricular dance club
- Take your child to the theatre – Sadler's Wells Theatre in Islington has the best dance companies from around the world performing and they often have family weekends with free workshops and cheaper tickets for performances – see their website for details.

Wider reading and useful web-sites or activities to support learning:

- <http://www.sadlerswells.com/>
- Watch clips from dance companies on YouTube to gain ideas for choreography
- South Bank Centre often periodically runs free dance workshops in a variety of different dance styles – see website for details <http://www.southbankcentre.co.uk/>

Philosophy, Beliefs and Ethics

Staffing:

Head of Department: Ms J Taylor

Email: jtaylor130.212@wandsworth.sch.uk

Also taught by: Ms Vanstone and Mr Malik

Subject Description: England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves.

Curriculum Breakdown:

Spring Term 1: Christianity, including the study of the Incarnation and famous Christians, such as Martin Luther King

Spring Term 2: 'Big Ideas' including the impact of globalization, feminism and colonialism

Summer Term 1: A world without God, including the study of the scientific method and the rise of secularism

Summer Term 2: Hinduism, including the study of Brahman and vegetarianism

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term: 9-mark question on Christian beliefs; Assessment on Christianity and 'Big Ideas' that changed history

Summer Term: 9-mark question on humanist beliefs; Assessment on Humanism and Hinduism

End of Year Exam Revision Checklist:

- Key Christian concepts: Incarnation, Resurrection, Trinity and Salvation
- Beliefs surrounding life after death
- The scientific method and evidence for evolution
- Arguments of design and evil
- Hindu beliefs: Trimurti, reincarnation and karma
- Arguments surrounding vegetarianism

What can you do to support your child in PBE?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.
- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. **Big Questions from Little People... Answered By Some Very Big People**

Law, S. **The Philosophy Gym**

Vardy, P. & Arliss, J. **Thinker's guide to God**

Dawkins, R. **The God Delusion**

Armstrong, K. **The Case for God**

Cave, P. **Humanism: A Beginner's Guide (Beginner's Guides)**

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**

Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**

Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**

Parry et al. **AQA Religious Studies Specification A**

Vardy, P. **The Puzzle of God**

Homework: Students will either be set a piece of homework every fortnight or a project that will span between 3 and 6 weeks.

Health

Staffing:

Head of Department: Ms J Taylor

Email: jtaylor130.212@wandsworth.sch.uk

Taught by tutors

Subject Description: Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Curriculum Breakdown:

Spring Term 1: Bullying and bystanders including lessons on self-esteem and conformity

Spring Term 2: Discrimination and equality including the study of sexism and racism

Summer Term 1: Looking after our health, including the study of mindfulness and anger management

Summer Term 2: Violent relationships including lessons on consent, trafficking, modern slavery and domestic abuse

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Jolley

Wider reading and useful web-sites or activities to support learning:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

Homework: Students will be set a project every half term.