

THE SCHOOL CURRICULUM

SUBJECT: English

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mr Nicholls at the school.

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| Year 7 | <ul style="list-style-type: none">- Solving mysteries, including reading Sherlock Holmes short stories and writing a mystery.- Studying dramatic devices and writing essay writing skills using a play as stimulus.- Writing to argue and persuade- A study of Shakespeare's 'A Midsummer Night's Dream'.- Creative writing based on the study of poetry. |
| Year 8 | <ul style="list-style-type: none">- A study of the representations of war comparing a variety of texts such as poetry and prose- Studying a classic novel with a focus on structure- Developing essay writing skills through the study of local history- Character essay writing skills based on a contemporary drama- Development of critical thinking and evaluation skills using contemporary poetry as a stimulus. |
| Year 9 | <ul style="list-style-type: none">- Reading of gothic literature and descriptive writing based on the gothic genre.- Study of plays by Willy Russell and the context in which he was writing.- Reading of a 20th Century novel- Exploration of Pre 20th Century poetry with a focus on the study of unseen poems and comparison skills- Character study of key character in Shakespeare's 'The Tempest' and the development of essay writing skills.- The art of political debating, with a reading of George Orwell's 'Animal Farm'.- The study of a contemporary novel |
| Year 10 | <p>The study of a Shakespeare play</p> <ul style="list-style-type: none">- How to analyse seen and unseen poetry.- Reading and analysis of a variety of fiction and non-fiction texts, some of which are unseen.- Reading and analysis of a contemporary play or prose.- Development of essay writing skills.- Descriptive and creative writing skills- GCSE Literature and Language examinations at the end of Year 11. |
| Year 11 | <ul style="list-style-type: none">- The study of how a key character is presented in Of Mice and Men- The analysis of representations of themes in a Shakespeare play.- Poetry study- Development of essay writing skills.- The study and analysis of non-fiction texts and the language and structure within them.- Writing skills for extended writing.- GCSE English examination at the end of Year 11. |

THE SCHOOL CURRICULUM

SUBJECT: Mathematics

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, Please contact Miss Stafford at the school.

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| <p>Year 7 / Year 8</p> | <p>Focus on core skills in the six key strands:</p> <p>Number – number facts, four operations, estimation, rounding, fractions, decimals, percentages and standard form Ratio, Proportion & Rates of Change – fractions of amounts, ratio, proportion and units of measure Algebra – expressions, equations, formulae, linear graphs, indices and sequences Geometry – angles, area & volume, properties of shapes Statistics – averages and range, tables, diagrams & charts, and correlation Probability – probability scale, sample space diagrams, frequency trees, Venn diagrams and calculating probability.</p> |
| <p>KS4</p> <p>Year 9 / Year 10 (term 1)</p> | <p>Sets 1 – 6 GCSE (Higher) Key Topics</p> <p>Number – standard form, indices, surds and percentages Ratio, Proportion & Rates of Change – direct & inverse proportion, compound measures and growth & decay Algebra – real-life graphs, quadratic equations & graphs, inequalities, equation of a circle, functions and pre-calculus methods Geometry – transformations, Pythagoras’ theorem, trigonometry, congruency & similarity, vectors, sine & cosine rules and circle theorems</p> <p>Sets 7 – 8 GCSE (Foundation) Key Topics</p> <p>Number – standard form, indices and percentages Ratio, Proportion & Rates of Change – direct & inverse proportion, compound measures and growth & decay Algebra – real-life graphs, quadratic equations & graphs, and inequalities Geometry – transformations, Pythagoras’ theorem, trigonometry, congruency & similarity and vectors</p> |
| <p>Year 10 (term 2 & 3)</p> | <p>GCSE Statistics</p> <p>All sets focus on the key elements of statistics and probability. Key Topics</p> <p>Statistics – focus on the data handling cycle: hypotheses, data collection and sampling, displaying data, analysing data and interpreting results Probability – calculating probabilities, sample space diagrams, tree diagrams, Venn diagrams and distributions</p> |

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| Year 11 | Revisit of topics covered in Years 9 & 10 until spring half-term. Examination preparation takes place after spring half-term. |
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THE SCHOOL CURRICULUM

SUBJECT: SCIENCE

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Priest at the school.

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| Year 7 | Exploring Science Scheme Biology units based around: cells and tissues, ecology, classification and reproduction. Chemistry units covering: acids and alkalis, chemical reactions, rocks and solids, liquids and gases. Physics units: energy, electricity, forces and space. |
| Year 8 | Exploring Science Scheme Biology units based around: digestion, respiration, microbes and disease and adaptation. Chemistry units covering: separating mixtures, classifying materials, elements and compounds and the rock cycle. Physics units: heat transfers, balanced forces, light and sound. |
| Year 9 | Exploring Science Scheme Biology units: genetics, fitness and health, photosynthesis, CSI. Chemistry units: building materials, reactivity of metals, pollution, and material properties. Physics units: buying energy, satellites and space, speed and pressure |
| Year 10&11 | GCSE: Chemistry Biology Physics Additional Science Core Science Some students will follow the BTEC vocational Science route. Detailed breakdowns of these courses are on the Science area of the website |

THE SCHOOL CURRICULUM

SUBJECT: FRENCH

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Michalakakos at the school.

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| Year 7 | Students use the Studio Access Course. Within the year the students cover the following units: - Introductions – including name, age, birthday and where you live Food and drink (snack bar menu and role plays) Countries (including French speaking countries) Cultural differences between the UK and France The weather |
| Year 8 | Students follow the Studio 1 Course. The following topics are covered during the year: Likes and dislikes Describing yourself (hair and eye colour) Describing others School subjects Describing your timetable Describing your typical school day Hobbies |
| Year 9 | Students follow the Studio 1 and 2 Courses. In addition to focusing more on the 3 tenses (past, present & future) students also study the following topic areas: French speaking countries Discussions about where you live & what you like to do at the weekends and holidays Daily routine Future plans |
| Year 10 | AQA GCSE French Course. Speaking (30%) Writing (30%) Students spend the year completing the spoken and written coursework on the following themes: Self, family and friends Holidays |
| Year 11 | AQA GCSE French Course. Speaking (20%) Writing (20%) Students cover the rest of the AQA GCSE syllabus in preparation for the final reading and listening examinations. The following topics are covered: Leisure / lifestyle Home / environment Work / education |

THE SCHOOL CURRICULUM

SUBJECT: History

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mr Cunliffe at the school.

History is the study of people and the past. It involves exploring past communities, cultures and identities. The study of History is vital in explaining and understanding current world events. Through the study of History, pupils will develop the skills of:

- Chronology
- Interpretation
- Analysis
- Communication
- Enquiry
- Organisation

Through Key Stage 3, students will study a number of key topics which will develop both their historical understanding and key skills.

Students will study:

GCSE:

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| Year 7 | <p>KQ: What can we learn about the past? KQ: were people happy to be conquered by the Romans? KQ: Why did England get a French King? KQ: Was life really rotten in the Middle Ages? KQ: Why was Henry VIII desperate for a divorce? KQ: Did the world really turn 'upside down'?</p> |
| Year 8 | <p>KQ: Does the British Empire still impact 2019? KQ: What lay behind the horrors of the Transatlantic Slave Trade? KQ: Was Britain really 'great'? KQ: Why did most people in Manchester die before the age of 20? KQ: What was life like for Native Americans?</p> |
| Year 9 | <p>KQ: Why did World War One start? KQ: How did 'heroes' live in the trenches? KQ: Why do it all over again? (Rise of Hitler) KQ: What was life like on the Home Front? KQ: Why must it never be forgotten? (The Holocaust and Nazi atrocities) KQ: Was life really that different? (US and the Cold War)</p> |
| Year 10 | <p>AQA History Specification A Unit 1 – Medicine through time Unit 2 – The American West Unit 3 – Historical Investigation</p> |
| Year 11 | <p>Edexcel History A Modern World History Unit 1 - International Relations, The Cold War 1943 – 1991 Unit 2 – Depth Study, Germany 1918-1939 Unit 3 – Source Enquiry, Britain 1903 – 1928 Unit 4 – Controlled Assessment. Vietnam</p> |

THE SCHOOL CURRICULUM

SUBJECT: Geography

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Fairclough at the school

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| Year 7 | <ol style="list-style-type: none">1. Geography skills2. The Geography of my stuff (where the products we use/buy are made and come from)3 Rivers & flooding4. Fantastic places |
| Year 8 | <ol style="list-style-type: none">1. China2. Urbanisation3. Risky World4. Weather & Climate5. Africa6. Ecosystems & Biomes7. Farming & Food |
| Year 9 | <ol style="list-style-type: none">1. Economic activity & resources2. Tectonics3. Population Change4. Coasts5. India6. Glacial environments7. Project on geographical issues |
| Year 10 | AQA – A In Years 10 / 11 we will cover the following topics Human Geography <ol style="list-style-type: none">1. Population Change2. Development3. Tourism4. The restless earth5. The Coastal Zone6. Tourism |
| Year 11 | Physical Geography <ol style="list-style-type: none">1. The Restless Earth2. Water on the land3. The coastal Zone Plus a controlled assessment on Tourism <ol style="list-style-type: none">4. Water on the land5. Development |

THE SCHOOL CURRICULUM

SUBJECT: Religious Education (RE)

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Malone at the school.

Religious Education is taught within the subjects of History, Geography and PALS.

All KS3 Modules incorporate topics from the WIGAN AGREED SYLLABUS

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| Year 7 | What are the features of religious communities Who was Jesus How do Christians worship What do Christians think of Moral issues How do Christians respond to ultimate questions |
| Year 8 | How can people who live in communities live together What does it mean to be Muslim How is religion expressed in the arts How do people respond to ultimate questions |
| Year 9 | What does it mean to be Jewish What does it mean to be Hindu What does it mean to be Buddhist What does it mean to be Sikh How do people and communities live together How do people respond to ultimate questions |
| KS4 | At KS4 RE is incorporated in the General Studies Course |

THE SCHOOL CURRICULUM

SUBJECT: Design and Technology

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, Please contact Mr Miller at the school.

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| Year 7 | Graphics (Sublimation Jigsaw) Resistant Materials (Desk Tidy) Food (Healthy Eating) Product Design(CAD Skills) Systems and Control (Moisture Tester) |
| Year 8 | Graphics (Post-It note holder) Resistant Materials (Dispenser Project) Food (Diet and Health) Product Design (Designing for Others) Systems & Control (Door Hanger) |
| Year 9 | Graphics (Presentation Skills) Resistant Materials (Pewter Casting) Food (Making Food Choices) Product Design (Designing for Manufacture) Systems & Control (Speaker) |
| Year 10 | AQA Graphics, AQA Food, AQA Resistant Materials, AQA Product Design Unit 1: Written Paper (40%) Building knowledge base Development of skills through focused practical tasks Theory of materials/ingredients and processes Evaluation Skills Design Skills CAD/CAM projects Design and Market Influences Social, cultural, moral, environmental and economic issues Industrial practices |
| Year 11 | Unit 2: Design and Making Practice (60%) Controlled Assessment – Design Folder and Practical Outcomes Investigating the Design Context Development of Design Proposals Making Testing and Evaluation Communication |

THE SCHOOL CURRICULUM

SUBJECT: Art

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, Please contact Ms Fraternalle at the school.

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| Year 7 | Portraits – 8 sessions (weeks 1-8) Myself – 1 session (wk. 9) Cross Arts – Pretoria Pit 2 sessions (wk. 10-11) Food – 5 sessions (wk. 12-16) Cross Arts – Carnival 2 sessions (wk. 17-18) Environment - Hundertwasser Houses – 3 sessions (wk. 19 – 21) Aboriginal Art – 8 sessions (wk. 22 – 29) Totem Poles – 9 Sessions (wk. 30 -39) |
| Year 8 | Colour – Colour wheel – 9 sessions Colour mixing (wk. 1-9) Cross Arts - Slavery 2 Sessions Pattern – Man made /Natural – Repeat – 5 sessions (wk. 12-16) Cross Arts – Achievement 2 sessions (wk. 17–18) Texture – Fish Marine Life Decay – 5 sessions (wk. 19-23) Wind moving sculptures – Nature – Janet Ledsham 6 sessions (wk. 24- 29) Music and line Kandinsky 3 sessions (wk. 30-32) Mirror Frames – 7 Sessions (wk. 33-39) |
| Year 9 | Pop Art – 6 Sessions Street Art – 6 Sessions Art and Activism – Posters – 6 Sessions |
| Year 10 | Topic 1 Food - February Topic 2 Other Cultures - July |
| Year 11 | Topic 3 – Me, myself and I - December Mock Exam May – Final Exam |

THE SCHOOL CURRICULUM

SUBJECT: Drama

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, Please contact Ms Fraternal at the school.

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| <p>Year 7</p> | <p><u>In Year 7 drama lessons the students are introduced to the drama skills, learn how to gain confidence and study theme based modules</u> Baseline Assessment- The Chair Bullying and consequences What is Respect? Developing Freeze Frame and Thought Tracks Developing imagination - The Box</p> <p><u>OCTOBER HALF TERM</u> What is life like in another country? - South Africa CROSS ARTS FORTNIGHT - OUR ROOTS – PRETORIA PIT Exploring a folktale</p> <p><u>CHRISTMAS HOLIDAYS</u> Remembering the Holocaust Response To Poetry – The Car Trip Smoking (Healthy Living) Split Screen & Cross Cutting Difference Truancing - The dangers and possible consequences</p> <p><u>FEBRUARY HALF TERM</u> Online safety – Adding strangers CROSS ARTS FORTNIGHT – CULTURAL FORTNIGHT (Brazil) How society might judge – The Bag Lady Remembering the Holocaust Response To Poetry – The Car Trip Smoking (Healthy Living) – Split Screen & Cross Cutting - Difference Truancing - The dangers and possible consequences</p> <p><u>EASTER HOLIDAYS</u> Remembering the Holocaust Response To Poetry – The Car Trip Smoking (Healthy Living) – Split Screen & Cross Cutting - Difference Truancing - The dangers and possible consequences</p> |
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| Year 8 | In Year 8 drama lessons the students develop their skills, confidence and continue to explore theme based modules Baseline Assessment- The Letter Stepping out of your comfort zone - Improvisation Developing imagination - The Box Alco-sense – dangers of drinking underage Exploring a stimulus - The Identification Developing and exploring Body Language OCTOBER HALF TERM CROSS ARTS FORTNIGHT – CHILD SLAVERY - 2 LESSONS Brat Camp CHRISTMAS HOLIDAYS Maria's Story |
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| | <p>Real life in the news - Headlines Exploring picture stimuli - Trapped Online safety – What is on your status? FEBRUARY HALF TERM Exploring and responding to a script CROSS ARTS FORTNIGHT – SUCCEEDING AGAINST ALL ODDS - 2 LESSONS Real life - Racism EASTER HOLIDAYS Back to the Victorian times - Melodrama Myths and stereotyping - Mental Health Vulnerable to the messages of violent extremism MAY HALF TERM Writing in role - Monologues Real life - Boy Dies Memories of Year 8</p> |
| <p>Year 9</p> | <p>In Year 9 Drama the students develop their drama skills further, use their confidence to work in a more independent manner and continue to work on themed based modules Getting to know you – 1 Lesson Baseline Assessment- Old Man and His Grandson Shakespeare’s 7 Ages of Man Help the Aged - Kens Story Creating tension - The Bottle Real life - Firework safety OCTOBER HALF TERM Real life – Dangers and consequences of taking drugs Creating a character - Bouncers Response to a theme – GCSE links CHRISTMAS HOLIDAYS Response to a poem - Alcohol & Respect Response to Scripts – Girls Like That The dangers of exploiting yourself online – What pictures do you post? FEBRUARY HALF TERM Exploring conflict in Romeo & Juliet– Young people in the news – What leads to suicide? EASTER HOLIDAYS Response to a Stimulus (prop) Vulnerable to the message of extremism MAY HALF TERM Sex & Relationships Education End of Year performance and evaluation based on SRE</p> |

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| Year 10 | <p>*Autumn Weeks 1-5 Intro to GCSE Drama – Recap on and development of skills Weeks 6-8 Introduction to Unit 1 specification Weeks 9 - 11 Introduction to Unit 2 specification Weeks 12 - 13 Unit 1 preparation & development – practical & theory Weeks 13 - 15 Unit 2 preparation & development - practical & theory</p> <p>*Spring Weeks 16 - 18 Unit 1 preparation – practical & theory *Weeks 19 – 21 Theatre Trip booking for Unit 2 (provisional) Unit 2 preparation - practical & theory Weeks 22 – 26 *Unit 2 Review of a live theatre notes and type up (provisional)</p> <p>*Summer Weeks 27 -30 Unit 1 practical preparation for GCSE exam in week 31/32</p> |
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| | Weeks 31 - 32 Unit 1 GCSE Drama exam on camera Week 33 Unit 1 controlled assessment notes Weeks 34 - 39 Unit 1 controlled assessment sessions on computers |
| Year 11 | *Autumn Week 1 Unit 2 Preparation Week 2 Unit 2 GCSE Drama exam on camera Weeks 3 - 15 Unit 1 & 2 controlled assessment completion *Spring Weeks 16-26 Unit 3 Preparation *Summer Weeks 27-28 Video & External examiner preparation Week 29 Video exam Week 30 Unit 3 performance to external examiner |

THE SCHOOL CURRICULUM

SUBJECT: Music

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, Please contact Mr Dykes at the school.

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| Year 7 | <ol style="list-style-type: none">1. Bridging Unit2. Keyboard Skills3. Cross Arts Project 14. Samba5. Cross Arts Project 26. Musical Cliches7. Chord Sequences |
| Year8 | <ol style="list-style-type: none">1. Chord Sequences2. Form and Structure3. Cross Arts Project – Slavery4. The Blues5. Swing Music – In The Mood6. Jazz – Jean Pierre7. Arranging – Stand By Me & Where Is The Love |
| Year 9 | <ol style="list-style-type: none">1. Riffs – Seven Nation Army, Elvis Ain't Dead & Composing a Riff2. Reggae – Three Little Birds3. Film Music4. Musical Futures – Band Skills & Battle of the Bands |
| Year 10&Y11 | AQA GCSE Music: Three main skills developed: Listening Composing Performance |

THE SCHOOL CURRICULUM

SUBJECT: ICT

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mr Hodson at the school.

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| Year 7 | Unit One - Using ICT Unit Two - HTML Unit Three - Graphics skills Unit Four - Spreadsheets Unit Five - Programming in scratch |
| Year 8 | Unit One - Interactive quiz Unit Two - Programming in python Unit Three - Websites with Dreamweaver and CSS Unit Four - Databases Unit Five - Programming in Scratch 2 |
| Year 9 | Westleigh's Got Talent Programming in Python Cryptography Relational databases and SQL Websites with Dreamweaver and CSS |
| Year 10 &11 | New Generation Certificate in Digital Applications (CiDA) 75% Coursework 25% Exam Option of: <input type="checkbox"/> Unit 2 Creative Multimedia <input type="checkbox"/> Unit 3 Art and Imaging <input type="checkbox"/> Unit 4 Game Making |

THE SCHOOL CURRICULUM

SUBJECT: Careers Education

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mr Kearns at the school.

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| Year 8 | Careers Detective game – with careers advisor Careers lessons on 'money' : A new school year/ Future hopes/ A part time job/ Is it ok?/ Managing your money/ budgeting/ finding the best deal/ market economy/ consumer power/ gambling/ windfall |
| Year 9 | Careers lessons: Introduction to CEIAG/ Which Subjects?/ Which Job?/ Getting help with your future/ Qualifications ladder/ Wish list/ Targeting setting and career plans/ post 16 options/ University/ Labour Market Information/ Your working future Options Evening 1:1 Options Interview |
| Year 10 | CV Application forms Aptitude tests Enterprise module as part of GCSE General Studies course |
| Year 11 | Interview Skills Mock Interview Day Careers Convention Assemblies delivered by local providers 1:1 Careers interview with Careers Advisor |

THE SCHOOL CURRICULUM

SUBJECT: Citizenship Education

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Malone at the school.

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| Year 7 | Introduction to Citizenship What is a community? Crime and the Criminal Justice System |
| Year 8 | Government and politics/ Political power/ Money and finance |
| Year 9 | International Relations |
| Year 10 | Government and democracy/ The Commonwealth/ Law and order/ Crime and morality/ Debating skills |
| Year 11 | International Relations/ Peace and conflict/ Human rights and international law/ 'Britishness' & diversity/ Volunteering and making a contribution as a citizen |

THE SCHOOL CURRICULUM

SUBJECT: Personal and Learning Skills (PaLS)

CURRICULUM CONTENT: KS3 and KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Malone at the school.

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| Year 7 | Learning to learn- I learner Learning to learn- Team learner PSHE module (healthy lifestyles) |
| Year 8 | Learning to learn- 21st Century learner PSHE Module (Risk) |
| Year 9 | Philosophy for Children |
| Year 10 | Thinking skills course part 1 – delivered through the GCSE in General Studies |
| Year 11 | Thinking skills course part 2 – delivered through the GCSE in General Studies |

THE SCHOOL CURRICULUM

SUBJECT: Health and Social Care

CURRICULUM CONTENT: KS4

If you require any further information relating to the curriculum in this subject area, please contact Mrs Coleman at the school.

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| Year 10 | Health, Social and Early Years Provision: Care needs of client groups / Services available / Equality offered within services / Barriers to services / Referral procedures / Values of Care / Legislation care workers follow / Skills and qualities of care workers / Qualifications for various care workers |
| Year 11 | Understanding Personal Development and Relationships: the stages and patterns of human growth and development (Infancy / Childhood / Adolescence / Adulthood / Later adulthood) / Factors that affect human growth and development (Physical, social, emotional, economic and environmental factors / self-esteem / physical and mental health / employment prospects / level of education) / The development of self-concept and the different types of relationships (age / appearance / gender / culture / education / relationships / sexual orientation / emotional development / family relationships / friendship / intimate personal relationships / working relationships) / Major life changes and sources of support (changes in relationships / physical changes / changes in life circumstances / partners, friends, family / professional carers / faith services) |

THE SCHOOL CURRICULUM

SUBJECT: PE & DANCE

CURRICULUM CONTENT: KS4

If you require any further information relating to the curriculum in this subject area, please contact Miss Lovatt at the school.

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| Key Stage 3 Dance | <p>The profile of Dance within the Westleigh School has risen to a popular and well developed area of the curriculum. Students can express themselves within this creative and thriving art form. Students study Dance at Key Stage 3 as a unit within Physical Education. Areas include Performance, Choreography and Appreciation in various dance styles where they are encouraged to develop into confident and artistic performers. Extra-Curricular Dance is extremely popular at the Westleigh School and clubs are available every evening after school</p> |
| Key Stage 4 Dance | <p>At Key Stage 4 students are given the opportunity to opt for BTEC Dance The profile of Dance within the Westleigh School has risen to a popular and well developed area of the curriculum. Students can express themselves within this creative and thriving art form.</p> <p>Students study Dance at Key Stage 3 as a unit within Physical Education. Areas include Performance, Choreography and Appreciation in various dance styles where they are encouraged to develop into confident and artistic performers. Extra-Curricular Dance is extremely popular at the Westleigh School and clubs are available every evening after school.</p> <p>Edexcel BTEC Performing Arts (Dance) Level 1/2 First Award. Unit 1 – <i>'Individual Showcase'</i> (30 GLH) Unit 2 – <i>'Preparation, Performance & Production'</i> (30 GLH) Unit 4 – <i>'Dance Skills'</i> (60 GLH)</p> <p>1 Externally Assessed Unit (Unit 1), 2 Internally Assessed Units (Unit 2&4).</p> <p>Students will gain knowledge and skills in Performing, Choreographing and Appreciating different forms and Genres of Dance. Students will have the opportunity to organise and perform in our yearly Dance show as part of their assessment for Unit 2 – <i>'Preparation, Performance & Production'</i></p> <p>For more information, please contact <i>Mrs Watling (Head of Dance)</i>.</p> |
| Year 7 PE | <p>Baseline – all students undergo a baseline assessment in the first 4 weeks of Y7 which includes fitness testing and skills assessments through the activities of Rugby, Football, Badminton, Dance, Hockey and Netball.</p> |

THE SCHOOL CURRICULUM

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| Years 7,8,9 PE | Students continually develop their skills and understanding in a range of activities throughout KS3. They are assessed in their physical, thinking and social skills in all activities, with teamwork and cooperation being vital elements in allowing them to make progress. Activities through KS3 include...Badminton, Rugby, Netball, Dance, Football, Cricket, Handball, Gymnastics, Athletics, Softball, Basketball, Rounders, Aerobics, Hockey, Trampolining, Fit ness |
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THE SCHOOL CURRICULUM

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| Year 10 & 11 PE | <p>All students receive one hour of core PE a week throughout KS4. The emphasis is on promoting health through physical activity and developing skills and confidence to allow students to remain physically active in later life. A range of activities are covered including: Football, Fitness, Netball Dance Leadership, Badminton, Basketball, Hockey, Aerobics, Handball, Softball, Trampolining, Zumba, Rounders</p> <p>GCSE PE GCSE PE students follow the Edexcel course. They are assessed in 4 activities in the role of performer, leader or official, and complete an Analysis of Performance controlled assessment. They also sit one final exam which is 1hour 30mins long and covers a range of topics related to the theory of sport and exercise including...</p> <p>Topic 1.1.1: Healthy, active lifestyles and how they could benefit you. Topic 1.1.2: Influences on your healthy, active lifestyle. Topic 1.1.3: Exercise and fitness as part of your healthy, active lifestyle. Topic 1.1.4: Physical activity as part of your healthy, active lifestyle. Topic 1.1.5: Your personal health and wellbeing.</p> <p>Topic 1.2.1: Physical activity and your healthy mind and body. Topic 1.2.2: A healthy, active lifestyle and your cardiovascular system. Topic 1.2.3: A healthy, active lifestyle and your respiratory system. Topic 1.2.4: A healthy, active lifestyle and your muscular system. Topic 1.2.5: A healthy, active lifestyle and your skeletal system.</p> |
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