

KS3 PARENTS EVENING

TUESDAY 24TH JANUARY

Our school is participating in a project with other schools across Ealing that wants to make sure that every student is supported to achieve their full potential.

To do this it is really important that we listen to your experiences of school, to help us better understand what helps your child to achieve and succeed in school; and what we can do to improve.



KS3 PARENTS EVENING

TUESDAY 24TH JANUARY

- Introduction to key members of staff
- Student speaker talking about their experiences at DWHS and their applications for the University of Cambridge and Harvard University
- Presentations from the curriculum leaders for English, Mathematics and Science
- Student leadership/enrichment opportunities
- Parent feedback
- Refreshments and networking



INTRODUCTION TO KEY MEMBERS OF STAFF



STUDENT SPEAKER



YAHYA HANDULLE



AGENDA

Introduction

Enrichment activities I have completed so far

Support I received from Staff

Advice for parents and younger students





INTRODUCTION

- I am in Year 13
- I currently study A-Level Maths, Computer Science and Economics and an EPQ
- I aspire to study Computer Science and become a research scientist.

ENRICHMENT ACTIVITIES I HAVE COMPLETED SO FAR



Summer internship
at Google



Research project
with Oxford
University



Sutton Trust US
Program



Reading University
Scholars Program





UCAS



**DEGREE
APPRENTICESHIPS**



**APPLYING TO US
UNIVERSITIES**

ADVICE FOR PARENTS AND YOUNGER STUDENTS

1

Set clear and specific goals for yourself

2

Take advantage of all the resources available to you

3

Stay organized and manage your time effectively

4

Stay engaged and take an active role in your education

5

Stay positive and never give up.





MATHS REVISION TIPS


1. Mathswatch
2. SOW
3. Checklists
4. Revision tips





MATHSWATCH

Find a Clip

Qualification  

Tier 

Grade 

Topic 

Search

Choose Clip (21)

Clip	Title
21	Inverse Operations
38	Introduction to Ratio
39	Using Ratio for Recipe Questions
58	Listing Outcomes
69	Listing Strategies
75	BODMAS/BIDMAS
106	Sharing using Ratio



THE FULL CLIP

Clip 106 Sharing using Ratio

One Minute Maths

Interactive Questions

Worksheet

Without calculator

- a) Tim and Yvette share tips in the ratio 4 : 7
One week they had £33 in the kitty.

How much did they each receive?

T	:	Y	
4	:	7	
$\times \text{£}3$		$\times \text{£}3$	$4 + 7 = 11$
£12		£21	$\text{£}33 \div 11 = \text{£}3$

Tim gets £12
Yvette gets £21

- b) Tim and Yvette share tips in the ratio 4 : 7
One week Tim received £16.

How much does Yvette take home in tips?

T	:	Y	
4	:	7	
$\times 4$		$\times 4$	
£16		£28	

£28

03:20

ONE MINUTE CLIP

Clip 135a Solving Equations - Balancing

Full Version

Interactive Questions

Worksheet

a) $x + 7 = 12$ $x = 5$

b) $x - 3 = 8$ $x = 11$

c) $4x = 28$ $x = 7$

d) $\frac{x}{6} = 2.5$ $x = 15$

e) $5x - 2 = 8$ $x = 2$

f) $5(2x + 3) = 25$ $x = 1$

g) $\frac{x}{2} - 6 = 3$ $x = 18$

h) $7x - 8 = 4x + 13$ $x = 7$

00:56



STANDARD INTERACTIVE QUESTIONS

Clip 135a Solving Equations - Balancing - Question 3

Standard Questions

1

2

3

4

5

6

Question Progress

Solve $2x - 3 = 9$

HARDER INTERACTIVE QUESTIONS

Harder Questions



3

4

5

6

7

8



There are three types of sweet in a jar and this table gives some information about them.

Type of sweet	Eclair	Humbug	Mint
Number of sweets	4	$3x + 6$	$2x$

A sweet is chosen at random.

The probability it is an éclair is $\frac{1}{15}$

Work out the probability it is a humbug.

Clip 107: Ratio, fractions and graph

The ratio of $x:y$ is $1:5$

Which of the following statements is correct?

- i) y is $\frac{1}{5}$ of x
- ii) x is $\frac{1}{5}$ of y ✓
- iii) x is $\frac{1}{6}$ of y ✓
- iv) y is $\frac{5}{6}$ of x

Interactive questions: Standard

- 1) $\frac{3}{5}$ of a class are girls.
 - a) what is the ratio girls to boys in the class = $3:2$ ✓
 - b) what is the ratio boys to girls in the class = $2:3$ ✓

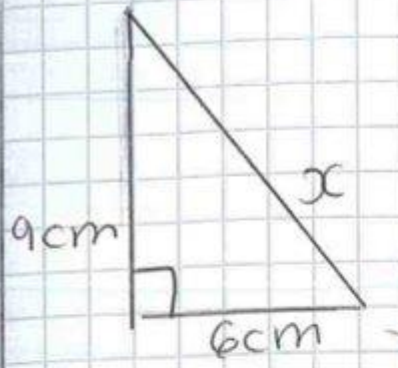
Harder questions:

The ratio $x:y$ is $5:1$

- A) x is $\frac{1}{6}$ of y
- B) y is $\frac{1}{6}$ of $(x+y)$ ✓
- C) x is $\frac{5}{6}$ of $(x+y)$ ✓



Clip 150a: Pythagoras' Theorem



If I'm looking for the longest side:

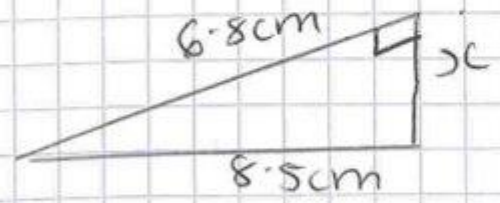
Square
 Square
 Add
 square root

$$9^2 = 81$$

$$6^2 = 36$$

$$\sqrt{117} = 10.8\text{cm}$$

If I'm looking for a shorter side:



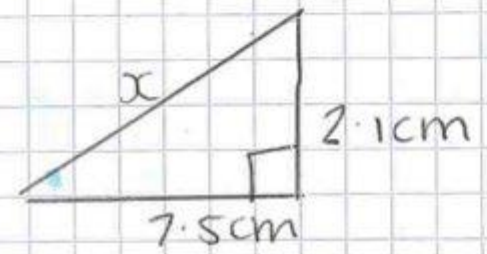
Square
 Square
 Subtract
 Square root

$$8.5^2 = 72.25$$

$$6.8^2 = 46.24$$

$$\sqrt{26.01} = 5.1\text{cm}$$

1)






$$7.5^2 = 56.25$$

$$2.1^2 = 4.41$$




$$60.66$$

$$\sqrt{60.66} = 7.8\text{cm}$$

SOW CHECKLIST

Chapter 1	Calculations	MW clip number	Red 	Amber 	Green 
1.1	Writing numbers in words				
	Ordering decimals	3			
	Rounding	31, 32, 90			
	Multiplying and dividing by powers of 10	30			
1.2	Adding and subtracting numbers (including decimals)	17			
1.3	Multiplying and dividing negative numbers	68a, 68b			
	Multiplying column method	19			
	Long division	35			
	Multiplying decimals	66			
	Dividing decimals	67			
	BIDMAS	75			
Chapter 2	Simplifying expressions				
2.1	Collecting like terms				
	Substitution	95			
2.2	Indices	29,82			
2.3	Expanding single brackets	93, 134a			

TOPIC LIST

Chapter	Year 10 Higher Topics (Non-calculator)	MW clips	Red 	Amber 	Green 
1	Rounding (including d.p, s.f)	31, 32, 90			✓
	Indices	29, 82, 154, 188			✓
2	Expanding brackets	93, 134ab, 178			✓
	Angles in polygons (including triangles and quadrilaterals)	123, 120, 121		✓	
3	Similar shapes	144, 201		✓	
	Fractions	85, 107, 165c, 210ab		✓	
5	Decimals (including terminating and recurring)	84, 177, 189		✓	
6	Rearranging formulae	136, 190		✓	
7	Transformation	181, 182, 48, 49, 50, 148		✓	
8	Probability	14, 59, 125, 185, 204	✓		
	Estimation	91, 130b		✓	
9	Error intervals	155		✓	
	Construction	145ab, 181a	✓		
	Loci	146	✓		
11	Circle theorem	183, 184		✓	

USING THE TOPIC LIST WITH MATHSWATCH

- **RED:** Complete the full Mathswatch clip and make notes, before moving onto the interactive questions.
- **AMBER:** Either full or one minute Mathswatch clip, followed by some standard or harder interactive questions.
- **GREEN:** Either one minute maths watch clip, or straight into harder interactive questions.





REVISION

- Expectation is that year 7 and 8 students should complete 30 minutes of independent revision a week.
- Year 9 student should complete 1 hour.
- Students may do more if they wish!



KS3 SCIENCE

- Students will cover a range of topics across KS3 that will provide the foundations for their GCSE course which starts in year 9
- Students cover approximately 4 topics a term.
- Topics are organised so that students regularly build on topics throughout the course
- Students are provided with prep work at the beginning of every week. This is uploaded on their teams page and/or given a paper version
- Students have 4 assessments each term that are based around our 4 pillars so we can provide as much formative feedback as we can.
- The mixture test (once a term) enables us to provide the student with a % that guides the students on where they are and contain questions on all previous topics, just like at GCSE to support with their memory building.





2022-23		Year 7		Year 8	
		Topic	Assessment	Topic	Assessment
1	####	Inset days			
2	05-Sep	7.1 - Lab skills		8.1 - Nutrition and digestion	
3	12-Sep				
4	19-Sep				
5	####				Long answer questions on 8.1
6	03-Oct		Long answer questions on 7.1	8.2 Atoms and elements and the Periodic table	
7	10-Oct	7.2 - Cells and organisation			
8	17-Oct				Long answer questions on 8.2
24-Oct Half term					
9	31-Oct	7.2 - Cells and organisation		8.2 - Atoms and elements and the Periodic table	
10	####		Rual test on 7.2		
11	14-Nov				Rual test on 8.2
12	21-Nov	7.3 - Particles	Set changes this week!		
13	####			8.3 - Speed and pressure	
14	05-Dec		Link Task on 7.3		
15	12-Dec		Optional skills week 1		Optional skills week 1
19-Dec Xmas Holidays					
#### Xmas Holidays					
16	02-Jan	7.4 - Forces and space		8.4 - Respiration and drugs	
17	09-Jan				
18	16-Jan		Mixture exam paper - topics 1-4		
19	23-Jan	7.5 - Reproduction		8.5 - Sound	Mixture exam paper - topics 1-4
20	30-Jan				
21	####		Long answer questions on 7.5		
13-Feb Half term					
22	####	7.6 - Acids and bases		8.6 - Evolution and genetics	Rual test on 8.5
23	27-Feb				
24	####		Rual test on 7.6		
25	13-Mar	7.7 - Electricity		7 - Chemical reactions and materials	Link Task on 8.6
26	####				
27	####		Optional skills week 2		
#### Easter Holidays					
10-Apr Easter Holidays					
28	17-Apr	7.8 - Photosynthesis	Link Task on 7.7	8.8 - Light	Mixture exam paper - topics 5,6,7 and
29	####				
30	####				
31	####	7.9 - Magnetism		8.9 - Health and disease	Long answer questions on 8.8
32	15-May		Mixture exam paper - topics 5-8		
33	####				
#### Half term					
34	05-Jun		Long answer questions on 7.9		Rual test on 8.9
35	12-Jun				
36	19-Jun			8.10 - Energy, Earth and climate	

Students are set based on their assessments once a year and remain with one teacher so that teacher gets to know them well.



Our vision for you as our Science students at DWHS

be about

to understand how science works, and how it continues to work through testing hypotheses and completing experiments (**PRACTICALS**).

The Dormers Wells Science department is committed to opening the door to success for you. We want to ensure you leave school having mastered the knowledge and skills you need to be confident in the decisions you make both about your lives and as citizens of the world.

Topic: Cells and Organisation

Lesson	Prep (to be completed for by the first lesson of every week)
Lesson 1: Cells	Prep 1: Comparing plants and animals
Lesson 2: Specialised cells	
Lesson 3: Cell division	Prep 2: Specialised cells
Lesson 4: Microscopes	
Lesson 5: Body organisation	Prep 3: Your body
Lesson 6: The skeleton	
Lesson 7: Muscles	Prep 4: Muscles and blood
Lesson 8: Blood	

How to complete your prep learning:

1. Your prep learning should be completed before the start of each week.
2. It should take you between 15-30 minutes to complete each prep task.
3. **All tasks should be completed in your book.** You should write the date and title of the prep learning. These should be underlined.
4. **Extensions are optional**, if you complete them you should also complete them in your book.
5. **Your prep learning will be referred to and used in your lesson so it's important that you complete them.** Failure to do so will result in a home learning detention with your teacher.
6. All of your tasks will fall under one of the 4 categories in our vision for you (see page 1), enhancing the natural scientist already within you and developing the skills you need to understand the world. Look out for which area is covered in your task so you can identify the areas you need to work on.
7. All of your tasks will fall under one of the 4 categories in our vision for you (see page 1), enhancing the natural scientist already within you and developing the skills you need to understand the world. Look out for which area is covered in your task so you can identify the areas you need to work on.



Prep work 2: Specialised cells



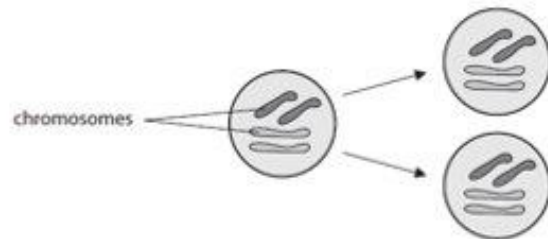
Application

Science lessons are not only about writing and explaining your answers in detail. They also involve applying your numeracy skills from maths to calculate certain scientific concepts.

Part 1

Your task – Complete the exam question below to calculate the number of cells that would be produced as a result of cell division.

The diagram shows cell division.



A skin cell divides once every day to produce new skin cells.

Calculate how many days it would take to produce 16 skin cells from one skin cell. Show your working out.

(2 marks)

..... days

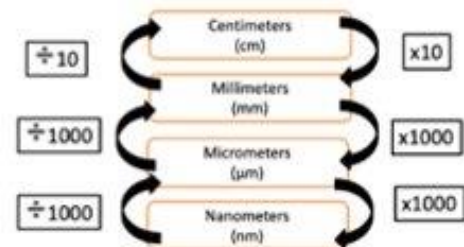
Part 2



Knowledge and Application

In primary school, you would have spent some time learning how to convert between different units. For example, to convert 1 metre to centimetres, you would need to multiply by 100 because $1\text{m} = 100\text{cm}$.

Since cells are microscopic (too small to be seen by the naked eye), some units would be too large for us to use to determine the size of the cell. In biology, we normally use the following units and conversions:



Your task –

1. Using the method you use to memorise your knowledge organiser (look, cover, write, check), memorise the conversion methods above. You must show evidence in your book that you have practiced memorising until you are confident with how to convert units in biology.
2. Once you have memorised the diagram, apply the knowledge you have gained and answer the questions below:

Bronze questions

1. Convert 10cm to millimetres
2. Convert 2mm to micrometres
3. Convert 30 micrometres to nanometres
4. Convert 1000nm to micrometres
5. Convert 10 micrometres to millimetres
6. Convert 10mm to centimetres
7. Challenge – convert 0.01cm to nanometres

Gold questions

1. Convert 100000nm to centimetres
2. Convert 20cm to micrometres
3. Convert 3mm nanometres
4. Convert 50nm to micrometres
5. Convert 30nm to millimetres
6. Convert 450cm to micrometres
7. Convert 11 micrometres to millimetres

Extension (optional):

Your task -

1. Research and write a paragraph to answer the following question: How does your body repair itself when you have a cut?
2. Can you write some of your own conversion questions with a mark scheme for other year 7 students to work out?



Prep work 3: Planning experiments in science.



Literacy

Key words are very important in helping you understand and explain the key scientific concepts that you learn in lesson. In this task, you will be finding out the definitions for some of the key words you will cover in your lessons this week.

Part 1

Your task – Find out the definitions of the key words below (make sure you understand the definitions, they should be written for a year 7 student! Using BBC bitesize KS3 will be useful, or your revision guide)

Variable	
Independent	
Dependent	
Control	

Part 2

You will also be learning how to write scientific methods. Methods are really important as they mean Scientists can perform an experiment accurately and safely.

Your task – Write down the steps you take to get ready for school in the morning. Follow these steps exactly when you get up in the morning. Did you miss anything?

Write two sentences to describe how good your method was.

Part 3

When you are writing methods, you should follow these rules:

1. Write an equipment list.
2. State your variables (independent, dependent and controls x 3).
3. You should write a step by step method explaining exactly how to use the equipment and what to do.
4. You should mention repeating the experiment and calculating a mean if it is relevant.

You can also include a diagram and a risk assessment like the ones you practiced in your lessons on hazards.

Your task –

1. Highlight and label the independent, control and dependent variables in the method below.
2. Rewrite the method so it follows the rules above for a method.

- 1) Set up a ramp on the floor.
- 2) Take a small toy car and let go of it at the top of the ramp. **Measure** how far the car travelled from the end of the ramp.
- 3) Now take a large toy car and let go of it at the top of the **same** ramp and measure how far the car travelled from the end of the ramp.

Extension (optional):

1. The word independent means something different in science than English, can you find out what this difference is?
2. You are investigating the effect of the volume of water on the height of a plant. What are the different variables in this investigation?
3. Can you write a method for making a cup of tea or making some toast and see if you make any more mistakes?
4. Try this exam question:

Amena described her idea about the evaporation of water.



- (a) Write a plan for an investigation you could carry out in the school laboratory to test **Amena's** idea. Assume you have access to all the usual laboratory equipment.

In your plan you must write:

- the one factor you would change as you carry out your investigation (the independent variable)
- the effect you would observe or measure as you carry out your investigation (the dependent variable)
- one factor you would keep the same to help make your test fair.

.....

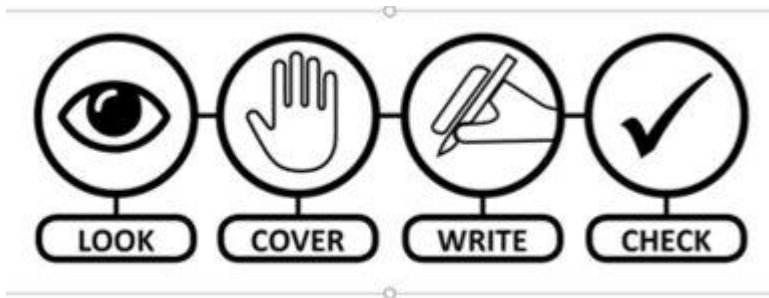
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TOP TIPS TO DO WELL IN SCIENCE

1. Complete the prep work on time, and if possible complete all the extension tasks to deepen their learning around the topic.
2. Regularly practice knowledge so they do well in in class quizzes.





7.6 Acids and bases

Lesson Sequence

1. Acids and bases
2. The pH scale
3. Single change indicator
4. Universal indicator
5. Neutralisation
6. Simple word equations
7. Naming salts
8. Metal reactions with acid
9. Gas tests

Use these questions to add to your knowledge organiser!

1. Name some common acids and alkalis
2. Universal indicator solution is usually green to begin with. What does this mean?
3. Which salt is made when copper oxide and sulfuric acid react together?
4. Name some chemical and physical reactions

Key definitions

Acid	A chemical with a pH of _____ or less
Base	A chemical with a pH of _____ or more. They are soluble/insoluble (delete the wrong word)
Alkali	A chemical with a pH of _____ or more. They are soluble/insoluble (delete the wrong word)
pH scale	Used to identify how _____ or _____ a substance is
Neutralisation	Reaction between acid and alkali/base to form _____ and _____
	A substance that is part of a chemical reaction and changes during the reaction
	A substance that is produced in a chemical reaction
	When 1 or more substances are converted into 1 or more different substances

The pH scale

Use the definitions to label on the diagram: acid, alkali, neutral. Can you identify at what pH you'd find a weak and strong acid and alkali?



Universal indicator is used to identify how strong or weak an acid or alkali/base is and the colour is judged against the pH scale

Practice check

--	--	--	--	--	--

Key concepts/diagrams

Single change indicator

	Red litmus	Blue litmus
Acid		
Neutral		
Alkali/base		

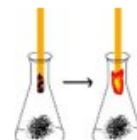
Neutralisation

Metal + acid \rightarrow salt + water

Copper oxide + hydrochloric acid \rightarrow _____

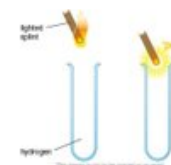
+ _____

Gas tests



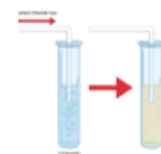
Oxygen

_____ a glowing splint



Hydrogen makes a

_____ with a lighted splint



Carbon dioxide makes lime water turn

_____ to _____



Visualizer

7.10 Ecosystems

Lesson Sequence

1. Food chains (key terminology) ✓
2. Pyramids of Number ✓
3. Predator prey cycles
4. Food webs
5. Interdependence
6. Human Impact on food webs
7. Biodiversity
8. Practical: Investigating biodiversity

key definitions

Predator	A organism that kills and eats another organism <i>for example foxes</i>
Prey	The organism which the predator eats <i>for example rabbits</i>
Primary consumer	An animal that eats plants.
Secondary consumer	An animal that eats primary consumer.
Carnivore	Eats only meat.
Omnivore	Eats plants and animals.
Herbivore	Eats only plants.
Producer	Makes its own food by photosynthesis by storing energy from the sun.

Key Concepts/diagrams

In food chains, the arrows show a direction of energy flow.

Energy is lost at each stage through movement (and lie processes), metabolic heat, waste

energy transp.

herbivore primary consumer

The population of each organism in a food chain can be shown in a type of bar chart called a **pyramid of numbers**. The bars are drawn to scale – the more organisms it represents, the wider the bar of numbers.

00:05 / 12:26

• Transcript • Interactivity

Search transcript

00:01 Welcome to the video on how to use my key stage. Three

00:05 knowledge organisers. Now when I go through this with you,

00:08 I'll be talking about how to be using them as you're using

00:11 them during the school year. If you want to know how to use

00:15 them for revision, which is what some year, seven year

00:18 eight students may be doing, you

• Details

KS3: How to use my knowledge organiser

More from DWHS Science channel



Roots

REVIEW

Root hair **Keywords**
Specialised cell
Xylem

Last lesson:

1. Why do leaves have a cuticle and stomata?

Last week:

2. What is a parallel circuit?

Last term:

3. What is an unbalanced force?

Last year:

4. Describe the role of 2 structures in a Bunsen burner

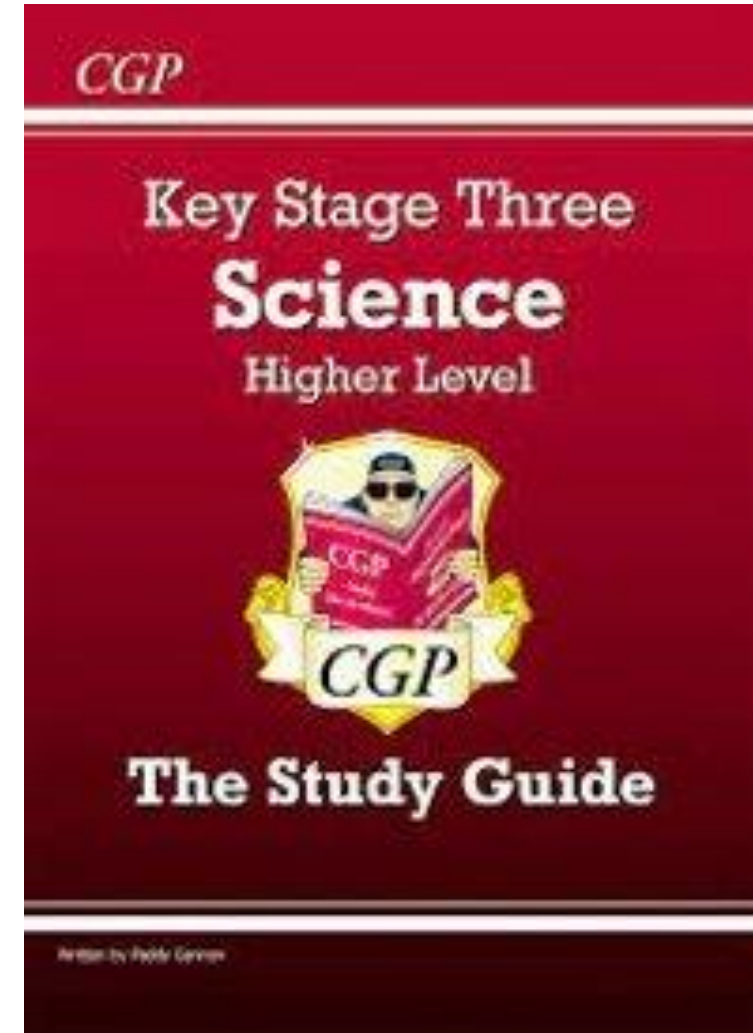
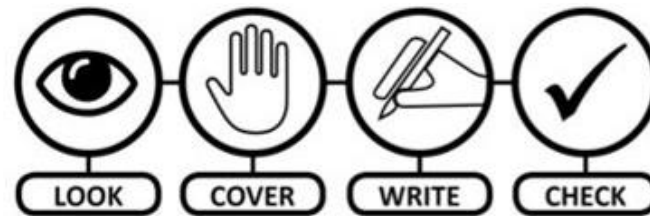
Outcomes

1. State how plants get the water they need to survive
2. Relate the structure of roots to their function
3. Describe how water gets from the roots to the leaves



TOP TIPS TO DO WELL IN SCIENCE

1. Complete the prep work on time, and if possible complete all the extension tasks to deepen their learning around the topic.
2. Regularly practice knowledge so they do well in in class quizzes.
3. Add to their notes after lesson and check their understanding.
4. Practice a variety of application questions from mmerevise.co.uk or ask their teacher for questions



ENGLISH AT DWHS

Head of English: Mrs L Hajro
2nd in English: Miss S Salmon

2 GCSEs: Language and Literature



English Vision Statement

A curriculum that opens the door to success by preparing our students to be effective communicators: that is, critical readers, adept writers and skilled orators.

A curriculum that develops our students to be aspirational, empathetic and resilient in an ever-changing world through a range of diverse literature.

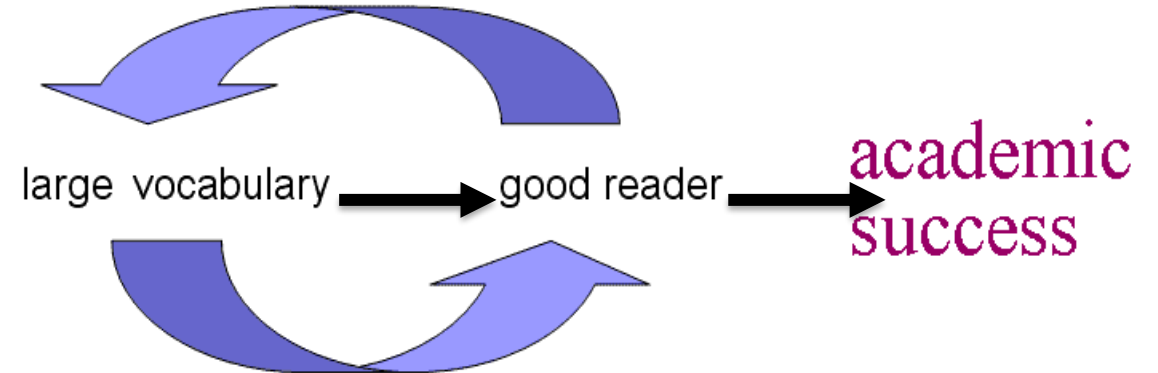
KS3 – THE STUDY CONTENT IN YEARS 7 AND 8 PREPARES STUDENTS FOR THE START OF GCSE IN YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>What</u> you study: Transition unit</p> <p><u>Why</u> you study it: Introduction to the reading skills needed to study English at secondary school</p>	<p><u>What</u> you study: Modern novel: Darkside</p> <p><u>Why</u> you study it: (1) Introduction to the reading skills needed to study a novel in secondary school, (2) Exploration of ideas about modern and Victorian London</p>	<p><u>What</u> you study: Introduction to Poetry</p> <p><u>Why</u> you study it: Introduction to forms of poetry</p>	<p><u>What</u> you study: The environment: Non-fiction writing</p> <p><u>Why</u> you study it: Developing the skills needed to read and write non-fiction pieces</p>	<p><u>What</u> you study: Exploring conflict in Shakespeare's Romeo and Juliet</p> <p><u>Why</u> you study it: Reading and explaining a Shakespearean drama</p>	<p><u>What</u> you study: Detective fiction: Creative writing</p> <p><u>Why</u> you study it: Developing the skills needed to read and write creative pieces</p>
Year 8	<p><u>What</u> you study: Fiction and non-fiction writing unit</p> <p><u>Why</u> you study it: Introduction to reading Victorian literature and writing fiction and non-fiction pieces</p>	<p><u>What</u> you study: Modern novel: Djinn Patrol on the Purple Line</p> <p><u>Why</u> you study it: (1) Introduction to analysing a writer's ideas methods, (2) Exploration of modern society</p>	<p><u>What</u> you study: Cultures and Identity Poetry</p> <p><u>Why</u> you study it: Understand writers' viewpoints and methods in poetry</p>	<p><u>What</u> you study: The media: Non-fiction reading</p> <p><u>Why</u> you study it: Developing the skills needed to read and write detailed non-fiction pieces</p>	<p><u>What</u> you study: Exploring relationships in Shakespeare's Much Ado About Nothing</p> <p><u>Why</u> you study it: Reading and analysing a Shakespearean drama</p>	<p><u>What</u> you study: Speeches: Non-fiction writing</p> <p><u>Why</u> you study it: Developing the skills needed to read and write detailed non-fiction pieces</p>



READING AND GRAMMAR LESSONS

- Each year 7 and 8 English class, and some year 9 English classes, have a library lesson once a fortnight.
- They should complete an Accelerated Reader quiz once a fortnight.
- Years 7 – 9 have a grammar lesson once a fortnight (and accompanying prep booklet)



GCSE PROGRAMME OF STUDY

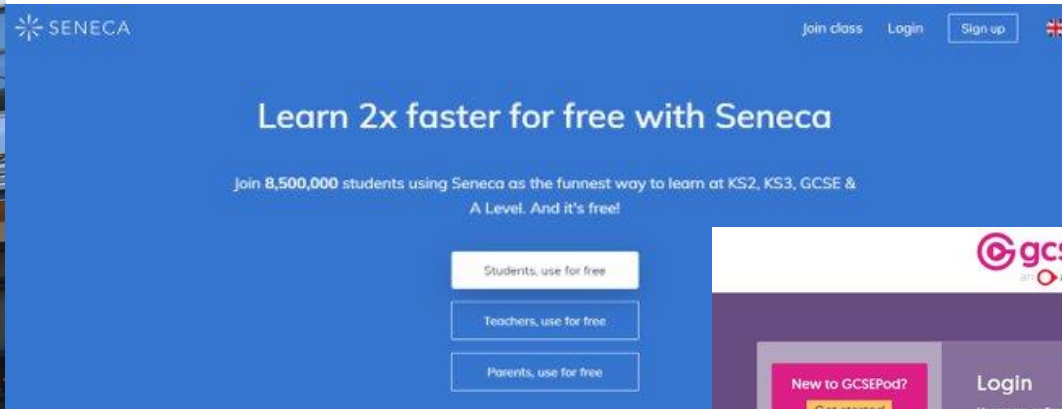
What you study	What it prepares you for and what it's worth of the final Language GCSE OR Literature GCSE
Creative Reading	GCSE Language Paper 1: Reading (40 marks, 25%)
Creative Writing	GCSE Language Paper 1: Writing (40 marks, 25%)
Non-fiction Reading	GCSE Language Paper 2: Reading (40 marks, 25%)
Non-fiction Writing	GCSE Language Paper 2: Writing (40 marks, 25%)
William Shakespeare's 'Macbeth'	GCSE Literature Paper 1: Shakespeare (30+4 marks, 21%)
Arthur Conan Doyle's 'The Sign of Four'	GCSE Literature Paper 1: 19 th Century Novel (30 marks, 19%)
JB Priestley's 'An Inspector Calls'	GCSE Literature Paper 2: Modern Novel or Drama (30+4 marks, 21%)
Power and Conflict poetry	GCSE Literature Paper 2: Poetry comparison (30 marks, 19%)
Unseen poetry	GCSE Literature Paper 2: Unseen poetry analysis and comparison (24+8 marks, 20%)

KS4 study begins with English Language in the autumn term of year 9. Literature study begins in the Summer term with 'An Inspector Calls'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p><u>What</u> you study: 'Engaging Stories' Fiction and non-fiction writing unit</p> <p><u>Why</u> you study it: Exploring 19th century gothic literature and writing fiction in preparation for Language Papers 1 and 2</p>	<p><u>What</u> you study: Exploring Shakespearean tragedies</p> <p><u>Why</u> you study it: Analysing Shakespearean and other protagonists in preparation for studying Macbeth</p>	<p><u>What</u> you study: Love through the Ages Poetry (builds on poetry forms and culture and identity poetry)</p> <p><u>Why</u> you study it: Analysing a range of forms and perspectives in preparation for studying Power and Conflict poetry</p>	<p><u>What</u> you study: Language Paper 2: Non-fiction reading and writing</p> <p><u>Why</u> you study it: Analysing language, structure and form in non-fiction extracts in preparation for a Spoken Language exam and Language Paper 2</p>	<p>GCSE Language Paper 1: Fiction writing</p> <p>GCSE Literature modern novel: JB Priestley's play 'An Inspector Calls'</p>	
Year 10	<p>GCSE Language Paper 2: Non-fiction Reading</p> <p>GCSE Literature: Poetry: Unseen poetry and Power and Conflict poetry</p> <p>GCSE Language Paper 1: Creative Reading</p>		<p>GCSE Language Paper 1: Creative Reading and Writing</p> <p>GCSE Literature: Shakespeare's 'Macbeth'</p>		<p>GCSE Language Paper 2: Non-fiction Writing</p> <p>GCSE Literature: 19th century Victorian novel: Conan Doyle's 'The Sign of Four'</p>	
Year 11	<p>GCSE Literature: Shakespeare's Macbeth</p>		<p>Revision</p>		<p>External exams</p>	

HOW YOU CAN SUPPORT AT HOME

- Reading aloud to you. Ask them about what they are reading - as part of their English studies but also for pleasure.
- GCSE Pod.
- Study guides (Squid and bookshops).
- Seneca learning.



The screenshot shows the Seneca website homepage. At the top left is the Seneca logo. On the right, there are links for 'Join class', 'Login', and 'Sign up' with a flag icon. The main heading is 'Learn 2x faster for free with Seneca'. Below this, it says 'Join 8,500,000 students using Seneca as the funnest way to learn at KS2, KS3, GCSE & A Level. And it's free!'. There are three buttons: 'Students, use for free', 'Teachers, use for free', and 'Parents, use for free'.



The screenshot shows the GCSE Pod login page. At the top is the GCSE Pod logo with the tagline 'an access company'. On the left, there is a 'New to GCSEPod?' section with a 'Get started' button. Below that are links for 'Need Help?', 'Forgotten my login details', and 'Info for Parents / Carers', along with social media icons. On the right, there is a 'Login' section with fields for 'Username or Email' (containing 'inayo@dwhs.co.uk') and 'Password', and a 'Login' button. Below the login fields is an 'Or sign in with:' section with buttons for 'Sign in with Google' and 'Sign in with Office 365'. At the bottom, there is a small note: 'Your GCSEPod account and external account must have matching email addresses.'



The screenshot shows the CGP website for GCSE English. At the top right is a 'Go to CGP+' link. On the left is the CGP logo featuring a character reading a book. Below the logo, there are navigation options: 'Primary' with a dropdown arrow and 'KS3, GCSE & A-Level'. A breadcrumb trail reads 'Home > KS3, GCSE & A-Level > GCSE > GCSE English'. Below the breadcrumb is a large green-bordered search bar. At the bottom, the text 'GCSE English' is displayed in a large, bold font.

STUDENT LEADERSHIP OPPORTUNITIES & ENRICHMENT

- There are multiple ways that pupils can get involved with the Student Leadership Team.
- **Student Council** – Giving a voice to pupils so they can put their opinions forward and make changes across the school
- **House Captains** – Looking at ways to improve the school community and bring together multiple partners to make a change

If you want your son/daughter to get involved, please ask them to come and speak with me



Club Name	Teacher	Time of Day	Day of the Week
Choir	Ms Mulligan	Lunch	Thursday
History Club	Ms Smith	After School	Tuesday
EAL Club	Ms Khouchoua	After School	Tuesday
Rugby	Ms Blakebrough	After School	Wednesday
Cooking Club	Mrs Whitehead	After School	Tuesday
Guitar Club	Mr Parkinson	Lunch	Tuesday
Punjabi Club	Mrs Dhaliwal	After School	Wednesday
Student Librarian Club	Ms Eastmond	After School	Monday
Cricket Club	Mr Paine	After School	Tuesday
Debate/Public Speaking	Ms Tariwala & Ms Ahmed	After School	Thursday
Chess and Tabletop Games Club	Mr Caughie	After School	Thursday
London Tigers Cricket Club	External	After School	Monday
Football Club Y9/10	Mr Paine		Tuesday
Football Club Y7/8	Mr Mohammed	After School	Thursday
Girls Football	Mr Price		Thursday
Netball	Mrs Chohan	After School	Tuesday
Street Dance	External	After School	Thursday
Boxing	Mr Dean	After School	Tuesday
Badminton	External	After School	Wednesday
Bhangra Dance	Bhangra Dance London (External provider)	After School	Tuesday
Performing Arts whole school events	Performing Arts department	Lunchtimes and after school	Ongoing rehearsals



STUDENT SPEAKER



MARYAM JAMA

MY ACHIEVEMENTS AT DORMERS

- **Head girl / Headteachers ambassador:** Speeches, presentations, help with events such as cultural day, attend meetings, Dormers Diary.
- **Leadership team:** assemblies eg charities, Parliament, Ealing Council
- **Volunteer** (local Youth Centre in Acton)
- **Model United Nations:** Delegate of Australia discussing clean water
- Multiple open evenings and parents evening
- Help teach year 11s
- Leading the debate club
- US embassy debate competition
- **Studying Sign language**
- **Volunteer of The Greens Party** (webinar on proportional representation)
- **Cutting- edge youth movement**





PARENT SURVEY NETWORKING REFRESHMENTS

Thank you for attending this event. Your feedback is really appreciated.