



Emerson Park Academy

Curriculum Information

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Emerson Park Academy is a company limited by guarantee, registered in England and Wales.
Company Number 07726858 Registered Office: Wych Elm Road, Hornchurch, Essex RM11 3AD.

Art Department

Staff Members:

Mr D Sunday- Subject Leader

Mrs N Barrow

RESOURCES:

1 Art room

1 Art/Pottery Studio

Screen Printing Equipment

MacBook Pro laptops / Adobe Photoshop software

Canon Photographic Equipment

The Art rooms are large and well equipped with a wide range of tools, materials and resources. There are interactive smart boards and facilities for computer aided design as well as photography equipment.

The Art/Pottery studio has a Potters wheel, two kilns and a pugmill.

The department has recently introduced Photography and pupils have access to academy supplied DSLR cameras and MacBook Pro laptops as well as industry standard Adobe Photoshop for digital photo processing and manipulation.

Work is displayed in the rooms and around the school. We also have art work displayed around the academy with regular art competition successes.

Key Stage 3

During Key Stage 3 all pupils undertake a wide variety of activities which develop technical and imaginative skills in both two dimensional and three dimensional art. In the main, pupils work individually but there are opportunities for partner and group work.

Studies involve; direct observational work, imaginative, illustration and design work, work from personal experience, investigation and research work. Aspects of work of various artists and ancient and modern world cultures are also studied.

Assessment

Each pupil has a record showing progress from Year 7 to Year 9. Assessment follows the new Art and Design progress objectives where each project is assessed using the appropriate criteria. Sketch books show the new 9 to 1 grading system, feedback and targets.

Homework

Each pupil receives regular homework which is set via the "Show My Homework" website. It is expected that pupils spend between 30-60 minutes on homework. Each pupil is given an A4 laminated art book to be used for homework and class work.

Projects undertaken during Key Stage 3 involve:

Year 7

- The development of skills based on the elements of art and knowledge of colour theory.
- The exploration of the techniques of drawing, painting, printing, mixed media, sculpture and collage.
- The introduction of 3D work.
- The study of artists' work and art movements.

Year 8

- The appreciation and application of texture, line and pattern in both the natural and man-made environment.
- Further studies in 3D work.
- The study of different cultures from around the world.

Year 9

- Further analysis of perspective, scale, proportion and composition.
- A consolidation of other formal elements experienced in years 7 and 8.
- The study of artists' work and art movements.

Key Stage 4

At Key Stage 4 pupils follow the AQA GCSE: Art and Design / Photography syllabus. We offer the Art, Craft and Design course which provides the opportunity to teach a wider variety of disciplines; such as painting, drawing, graphics, ceramics, mixed media, textiles, printing, sculpture and photography. The course is assessed through coursework which accounts for (60%) and via a final examination which is (40%) and together contributing towards the overall final Art and Design grade.

Homework

GCSE students receive homework regularly, which is essential as it contributes to their coursework portfolio. This is set via the Show my Homework website and is visible to both parents and students.

GCSE Results

Excellent results are achieved by Year 11 pupils and usually fall within the region of 70%-80% (9 - 4 grade).

Many pupils continue their art studies at 'A' level, BTEC and HND in college and pursue a career using their art qualifications.

Business

Welcome to the Business department. Our aim is to develop our student's economic awareness and problem-solving skills in preparation for life in the 21st Century. At KS4, business remains a popular option subject.

Staff Members:

Mr N Giles
Miss S Bolger

Key Stage 4 - Optional Course (Years 10-11)

The course provides students with the skills and knowledge to make informed choices about a wide range of further learning opportunities and career pathways, as well as develop life skills that enable them to become financially and commercially aware.

The course is broken into two sections:

Unit 1: Business activity, marketing and people

Pupils are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Unit 2: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

Students also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

ICT & Computer Science

Welcome to the Computer Science & ICT faculty. Our aim is to develop our student's computer-based competencies, digital awareness and problem-solving skills in preparation for life in the 21st Century. At KS4, both computer science and ICT are popular option subjects.

Staff Members:

Mrs G Ozmen - Subject Leader – ICT
Mrs B Sumbal -Teacher
Mr N Giles – Assistant Head and Teacher
Mrs S Cangil - Subject Leader – Computer Science

Key Stage 3

Computer Science and ICT at KS3 requires students to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. This is achieved through a combination of programming, computational thinking, mathematics principals and project encompassing the safe and legal use of electronic devices.

Year 7 1 hour per week	Year 8 1 hour per week	Year 9 2 hours per week
Impact of technology: collaborating online respectfully	Developing for the web	Computational thinking & Flow charts
Networks: from smartphones to the internet	Computing systems	Networking
Using Media: gaining support for a cause	Python programming	Python programming Advanced
Graphics design & Copyright	Data representation – Binary	Data Science
Data representation - Excel	Cryptography	Cybersecurity
Input output & Memory	Micro-bit Project	Media: animations
		Representations: going audio visual
		Data handling and database management systems
		Google Sketch up
		Artificial Intelligence

Key Stage 4 - Optional Courses (Years 10-11)

Information Communication Technology

OCR Cambridge Nationals in Information Technologies

This Information Technologies qualification allows students to achieve their potential and progress to the next stage of their lives, whether it be Further Education, an apprenticeship or employment.

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information that meets customers' needs.

Students will also learn to follow a project life cycle to plan, create and evaluate an IT solution.

This qualification will raise students' confidence in using IT and plug potential gaps in digital skills and knowledge enabling them to gain the right combination of knowledge, understanding and skills required for the world of work.

Cambridge Nationals

What are Cambridge Nationals? Cambridge Nationals is a Key Stage 4 qualification designed specifically for students aged 14–16. They are designed to complement GCSEs by providing students with access to broad vocational sectors. As you might expect from vocational qualifications, as well as an exam, students also complete practical tasks as part of the assessment. Assessment opportunities are available across the course.

How you will be graded

- Level 2 – Distinction* (*2)
- Distinction (D2)
- Merit (M2)
- Pass (P2)
- Level 1 – Distinction (D1)
- Merit (M1)
- Pass (P1)

You will study three mandatory units:

R050: IT in the digital world

In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications o Internet of Everything (IoE).

R060: Data manipulation using spreadsheets

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution o Testing the spreadsheet solution

R070: Using Augmented Reality to present information

This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Topics include:

- Augmented Reality (AR)
- Designing an AR model prototype
- Creating an AR model prototype
- Testing and reviewing.

Students will develop a range of practical skills in IT such as:

- Using different hardware and software applications;
- Project management, a transferable skill which can be applied in monitoring future projects in work or continued study;
- Gain confidence to use a range of information technology that is currently available;
- Awareness of the importance of legal, moral, ethical and security factors when using technology, such as cyber security and hacking amongst others.

Computer Science

AQA GCSE Computer Science

This specification recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject. Built on the most popular aspects of the AQA current specification with features including a programming exam to provide a programme of study for students of all ability levels.

You will be using Python Programming language, one of the most popular in industry today. Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

How you will be graded

This GCSE qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

You will study

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.5 Fundamentals of computer networks
- 3.6 Cyber security
- 3.7 Relational databases and structured query language (SQL)
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Design & Technology

Staff Members:

Miss L Boyse – Subject Leader
Mr A Allon
Mr B Dennis
Mrs S Hunter
Miss S Garnham
Mrs S Dowling – Design Technician
Mrs G Trahearn -Compliant Technician

Resources:

2 multi-media workshops
1 food technology room
1 textiles room

Workshops are equipped with a range of hand and machine tools. We are resourced for electronics, computer control, graphic media and CAD/CAM.

Key Stage 3

During Key Stage 3 pupils take part in a comprehensive range of Design and Technology activities. Focus areas are:

- Product Design
- Resistant Materials
- Food and Nutrition
- Textile Design

Within each area projects will include some or all aspects of the design process:

- Generate, develop, model and communicate ideas
- Respond creatively to briefs
- Apply knowledge and understanding of materials and techniques
- Use understanding of others designs
- Plan and organise activities
- Solve technical problems
- Reflect critically when applying and modifying
- Independent learning

Extra-curricular activities

We run a number of extra-curricular activities including Technology clubs and the Cookery Club.

All pupils in Key Stage 3 will cover the National Curriculum requirements by working with the materials: Food, Resistant Materials, Systems and Control, Textiles, Engineering, Graphics and Compliant Materials. These materials will be used in:

- **Focused Tasks:** that teach knowledge and skills.
- **Design & Make Tasks:** that tests the ability to use knowledge and skills independently.

Examples of projects undertaken in each year group are shown below:

Year 7

Fridge Magnet
Wooden Frog
Mirror
Packaging Product
Fabric Monster
Introduction to Food

Year 8

Lightbox
Coat Hook
Interior Design
Mechanical Toy
Apron
Carriage
Bread Project

Year 9

Trainer Designer
Box in a Box challenge
Designing a Healthy Meal
Designer Bag Challenge
Wearable Technology
Sustainable Challenge
Architecture Challenge

These projects are regularly developed, reviewed and changed.

Key Stage 4

All pupils can opt for a full GCSE in Design & Technology (with AQA or Edexcel). We run a range of options each year depending on demand. We are presently teaching the following courses:

Timbers
Food nutrition and Preparation
Textiles

Projects undertaken in Year 10 have a manufactured product or prototype linked with the core learning knowledge for their final exam.

Examples of products undertaken:

Skills Garment	Textiles
Skills Box	Timbers
Costume (Contextual Challenge)	Textiles
Storage (Contextual Challenge)	Timbers
Global Cookery Dishes	Food

Pupils also have the opportunity to take a BTEC in construction. This is at level 2 certificate standard and is equivalent to one GCSE grade 4 or above.

Drama Department

Staff Members:

Ms K Henderson (Drama Teacher)

Mrs Z Pilgrim (LAMDA Teacher)

In the Drama Department at Emerson Park Academy we aim to maintain and stimulate pupil curiosity and interest in an enjoyable and practical way. We encourage a high level of pupil achievement by using a range of strategies in order to encourage and retain pupil learning.

The Drama Department Offers:

- good examination results
- specialist, well-qualified and enthusiastic staff
- good links with external providers e.g. National Theatre
- a variety of extra-curricular opportunities

Resources:

- Drama Studio with stage, sound/lighting facilities & interactive whiteboard
- Hall (with stage, lighting and sound systems)

Drama provides a friendly, safe and productive environment in which to work.

We place an equal emphasis on pupils developing group and drama skills. Pupils are encouraged and expected to achieve high standards in their work. Drama offers opportunities for all pupils to develop their individual skills both within and outside the classroom.

Key Stage 3

Year 9 pupils have one lesson a week. As well as teaching pupils key employability skills, our KS3 schemes of work cover a wide variety of areas including:

- Issue based work, exploring topics such as bullying and divorce
- Script work including monologues –writing, directing and performing
- Mask/movement work
- Stage combat
- Costume, set and stage design
- Understanding the basics of lighting
- An introduction to key theatre practitioners such as Stanislavski and Brecht

In Year 9 pupils refine the key GCSE skills of devising from stimulus and spend time delving into the murky depths of the British legal system; using strategies such as whole class role-play and monologues they follow and explore dramatically the emotive case of Craig and Bentley. Pupils also learn about stage combat through the wonderful words of Shakespeare's Romeo and Juliet.

At the end of KS3 all pupils will have developed good employability skills as well as a sound understanding of a wide variety of drama skills, strategies and conventions and have enjoyed three years of a variety of practical and written drama work.

Key Stage 4: GCSE Drama – Edexcel

Drama GCSE is a practical and written based course that follows on from the work that pupils have completed at KS3. During the course pupils further develop their creativity, knowledge and understanding of this subject. Pupils are given many opportunities to play a variety of roles and devise and perform their own and other playwrights' work within/outside of the classroom. They will also see a number of theatrical productions during their two years on this course.

At GCSE:

- There are 3 Components to this GCSE. Pupils are assessed through a combination of a 40% written examination, 20% practical examination and 40% classroom-based assessment.
- Pupils will study one complete and substantial performance text (Arthur Miller's 'The Crucible').
- Pupils will learn and perform two key extracts from a second contrasting performance text. Both texts will be studied to gain a practical understanding of drama and are externally assessed.

Pupils who take GCSE Drama are encouraged and expected to achieve high standards in their work and continue to develop their appreciation and enjoyment of drama.

Emerson Park Academy & LAMDA:

This year sees the Academy's 9th year offering The London Academy of Music and Dramatic Arts (LAMDA) Examinations to a wide range of pupils. Over the last 8 years we have been pleased and proud to achieve a 100% pass rate, with many pupils achieving a coveted Distinction award. If you would like for your child to be entered onto the LAMDA course, please do not hesitate to discuss this with anyone in the Drama department or the LAMDA co-ordinator Mrs Pilgrim.

English Faculty

Staff Members:

Miss D Connolly – Head of Faculty
Ms K Douglas – 2nd in Faculty
Miss E Fuller
Ms N Heatley
Ms K Blaize
Ms H Dolyak
Ms C Hayes
Mrs R Khanam
Ms L Mallen
Mr G Coombes
Mr C Hutchings
Miss E Maunder
Miss E Shepherd
Miss J Bailey – I-Class
Mrs H Sillett – I-Class Manager

The English Faculty is an active, enthusiastic and successful team who endeavour to make learning informative, engaging and enjoyable.

The aims of the English Faculty are:

- To develop every pupil's ability to use language with competence and confidence
- To encourage a love of reading and stimulate an interest in and an enjoyment of literature.

Key Stage 3

Part way through Year 7, pupils are placed in English sets to suit their individual needs. Sets are 'flexible' throughout KS3 and pupils may move up or down according to their progress.

During Year 7 and Year 8 pupils follow a programme of study which develops and enriches previous study at KS2. Our curriculum is designed to allow pupils to read a wide range of engaging fiction and non-fiction texts, allowing opportunities to enhance their ability to infer and deduce using appropriate selected evidence. Pupils also develop their analytical skills by considering the impact of a writer's choice of vocabulary, imagery and sentence structure. They are encouraged to explore themes and recognise how texts reflect the social, cultural and historical context in which they were written.

Literacy skills are embedded at every opportunity, allowing pupils to improve control and accuracy in their writing.

During Year 9 pupils follow a programme of study which provides them with the necessary skills for undertaking the new and more challenging GCSE English Language and Literature examinations. They are introduced to a greater range of classic and contemporary literature including novels, short stories, plays and poetry. Greater emphasis is placed on enhancing their analytical skills and

beginning to compare writers' methods. They will study a range of renowned speeches before going on to develop their own persuasive arguments.

Key Stage 4

During Year 10 and Year 11 most pupils will study the AQA Specification for two GCSE qualifications: English Language and English Literature.

Their two-year course will cover reading and analysing literary fiction and non-fiction, creative and perspective writing, as well as speaking and listening. They will also continue to study prose, poetry and drama texts, including one Shakespeare play.

Contemporary works studied for the examination include *DNA* by Dennis Kelly, *Blood Brothers* by Willy Russell, *An Inspector Calls* by J B Priestley and *Animal Farm* by George Orwell. The nineteenth-century text studied is *A Christmas Carol* by Charles Dickens and the Shakespeare play is either *Merchant of Venice* or *Macbeth*. Pupils will study the Power and Conflict Cluster of poems from the AQA Past and Present Poetry Anthology.

Geography

*“Geography is the subject that holds the key to our future” - **Michael Palin**.*

*The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our works, appreciating the diversity of cultures that exists across continents and in the end, it’s about using all the knowledge to help bridge divides and bring people together – **Barack Obama***

*"Geography prepares for the world of work - geographers, with their skills of analysis are highly employable! – **Michael Palin***

Staff members:

Mr B Cannon - Subject Leader

Mr S Thurley - Lead Practitioner

Ms F Landy- Till - 2nd in Department

Mark H – SLT & Teacher of Geography

The team welcome you to the Geography Department. We are a highly qualified department with an excellent track record of good and outstanding teaching. We believe in delivering lessons which inspire our pupils to think more broadly about many of the issues that dominate the news and encourage students to apply their knowledge in a geographical context. Lessons range from decision-making exercises on whether or not to protect the rainforests, role plays about attitudes to coastal management or designing enquiry investigations for students to go out and test for themselves. The curriculum at Key Stage 3 helps to engage and inspire pupils to investigate the world around them, with geography proving to be one of the most popular subject options at GCSE. This has been helped by the inclusion of Geography within the EBacc measure which demonstrates the challenging but rewarding nature of the course. Our pupils’ feedback on the new GCSE has been positive and we as a team continue to strive to look for opportunities to make geography an even more inclusive and fulfilling learning experience.

Key Stage 3 curriculum:

The department often includes a series of special lessons to engage pupils with topical geographical matters such as the Syrian Refugee Crisis, on-going recent natural hazards, Pirates off the coast of Somalia, Climate Change and Plastic Waste in the Ocean as well as Blood diamonds in Sierra Leone. In this way, we keep the curriculum relevant, varied and interesting for our pupils.

Year	Term	Topics
Year 7	Autumn 1	Hornchurch: Our local area
	Autumn 2	Fieldwork and investigations
	Spring 1	Coastal landscapes in the UK
	Spring 2	Urbanisation in the UK
	Summer 1	Life on earth: Ecosystems and biomes
	Summer 2	Conservation and sustainability

Year	Term	Topic
Year 8	Autumn 1	How can water shape land?
	Autumn 2	Sustainability. Are we doing enough?
	Spring 1	Can we forecast the weather?
	Spring 2	Our weather enquiry
	Summer 1	How dangerous is our planet?
	Summer 2	Globalisation
Year 9	Autumn 1	The development of Africa
	Autumn 2	Physical features of Africa
	Spring 1	An investigation into Asia: Part 1
	Spring 2	An investigation into Asia: Part 2
	Summer 1	The Americas
	Summer 2	Sustainable development goals: Project

Key Stage 4 curriculum:

There have been recent changes to the GCSE syllabus which, I believe, will help our pupils gain even greater success. Pupils will follow the AQA GCSE Geography (9-1) and will be examined on:

- **Geographical applications and Geographical skills**
- **Challenges in the human environment**
- **Living with the physical environment**

The Geography department uses fieldwork to enhance learning outside of the classroom with many memorable trips in the last few years. Recently, the department ran successful trips to the Netherlands, The Olympic Park, Walton-on-the-Naze, Iceland, Porlock Bay in Somerset and Epping Forest. Pupils are also given the opportunity to learn about Geographical Information Systems e.g. ArcGIS and Google Earth and with the upcoming opening of the long awaited H Block, we will no doubt be able to utilise the most cutting edge IT resources and media to give our students the best possible learning experience.

In Geography you will learn about the real world and consider our place within it as well as review how connected you are. You will show an appreciation of how values and attitudes in different locations shape those places and acquire knowledge of geographical facts which you then are able to apply in decision-making exercises. You will do all of this using an array of geographical skills under the support of Mr Thurley and the rest of the team.

Clubs and activities

- GCSE Geography Revision (lunchtime and after school GCSE support)
- Fieldtrips and excursions
- Geography in the News

Resources

We have the newest, most high spec building in the school in which there are two specialist teaching rooms within the Geography Department. There is at least one Geography teacher available during lunchtimes to assist pupils with their studies. Within the Department, there are:

- Internet linked Chrome Books with Geographical software.
- Multimedia projectors and Interactive smart 'screens' in all rooms
- State of the art IT suite
- Small meeting room for small group study
- Several colourful and interesting textbooks.
- Large display areas both inside and outside of rooms.
- Up-to-date Atlases.
- Modern fieldwork equipment
- Helpful and nurturing staff members.

History Department

In the History department we hope to bring the world of history alive with courses that are interesting, informative and enjoyable. Pupils are encouraged to be independent learners, to develop their own views on the past and, just as importantly, understand how the issues from the past are often relevant to our lives today.

We endeavour to use a wide range of activities to ensure all pupils have access to the work we undertake and are able to show the wide range of skills we know our pupils possess.

Above all, the History department hopes to provide pupils with a genuine interest in history!

History's place in the curriculum

History is a popular subject throughout the school and many students opt for the GCSE course. Students are encouraged to investigate the past and understand the way that it has been interpreted differently. They develop source analysis and evaluation skills along with the ability to carry out an historical enquiry and formulate judgements on the causes and consequences of events.

Our historians become confident when encouraged to apply higher order thinking skills to problems and can explain how relations between countries have changed over time as a result of specific events.

History teaching at Emerson Park provides grounding for all students at Key Stage 3, and those who continue it at GCSE are able to support their learning as they are developing their written communication and debating skills.

Staff Members:

Mrs C. Caffull – Head of History

Mrs L. Goodyear

Ms A Ragbir

Miss G Heath

Resources:

The three specialist History rooms are well resourced with interactive whiteboards and a wide range of textbooks for all topics. As well as this, pupils are encouraged to investigate all aspects of History using ICT facilities in the Humanities Block, around the Academy and in their own time.

Key Stage 3

During Key Stage 3 pupils study a range of historical subjects as set out in the New National Curriculum. The new curriculum allows us more freedom to investigate our chosen areas of study in greater depth.

Year 7: The world before 1066
 The Middle Ages 1066-1500
 Early Modern England 1500-1558

Year 8: The Early Modern World 1558-1750
 The Enlightenment
 Industrial Britain
 Transatlantic Slave Trade
 The Civil Rights Movement

Year 9: The Twentieth Century World
 The First World War
 The inter war years
 The Second World War
 The Post War world

Key Stage 4

Pupils follow the Edexcel GCSE History (9-1) course and will be examined on:

- Germany 1918-1939
- Super power relations and the Cold War, 1941-1991
- Early Elizabethan England, 1558-1588
- Crime and punishment c.1000-present day

Curriculum Enhancement

The History department offers a range of enrichment activities including a battlefields tour to France and Belgium.

Members of staff are always available to help students at break, lunch or after school.

Mathematics Faculty

The faculty aims to develop mathematical knowledge, skills and understanding to enable pupils to apply them to situations encountered in everyday life. This includes the needs of adult life, leisure, employment and further study.

Staff Members:

Mr P Sharma - Head of Mathematics Faculty

Mr A Kerr - 2nd in Mathematics Faculty

Mr J Maguire

Mrs K Ellis

Mr N Drinan

Mr J Parry

Mr R Scullion

Mr S Wheeler

Mrs D Jones

Mrs T Clarke (HLTA)

Resources:

Specialist rooms: B1, B2, B3, B4, C1, C2, C3 & H2

Each specialist room is equipped with an interactive whiteboard. We also have a class set of Chromebooks. The ICT rooms are adjacent to the Mathematics rooms for easy access.

Key Stage 3:

A common syllabus is followed by pupils in Years 7, 8 and 9. However, the content varies according to the ability and knowledge of the pupil. The curriculum covered incorporates Number (including Ratio and Proportion), Algebra, Geometry and Measures, Statistics and Probability and Functional Problems. The learning experience includes teacher led lessons, oral work, independent study and group work. Tests are given at regular intervals and are used to help monitor and assess pupils' progress.

Key stage 4:

At Key Stage 4 students extend and build on their knowledge, skills and understanding gained at Key Stage 3. Students study at one of two levels of entry for GCSE – Foundation and Higher using appropriate text books and examined by Edexcel Examination Board (Syllabus 1MA1).

Appropriate additional courses can be offered to more able students. For example, in previous years we have successfully entered candidates for both Additional Mathematics and GCSE Statistics. GCSE Statistics is now available as an option in year 10.

Equipment:

In order to cope successfully pupils need to bring a ruler, pencil, compass, protractor and their own scientific calculator to all lessons. We recommend the Casio FX-83GT X. If you are unable to source this model then we are able to provide it at a competitive price via 'Parent Pay.'

Media Studies

Staff Member: Mrs K Morris

The Media Studies department is part of the Creative Arts Faculty and strives to give our students an awareness of the ever-changing world around them. Through practical and theory work we aim to stimulate curiosity and interest and make our students look critically at the different types of media that they are confronted with every day.

Media Studies is an option at Key Stage 4. However, we provide opportunities for students at Key Stage 3 to gain experience in the field.

The mass media (film, television, newspapers, magazines, comics, radio, the music industry, the internet, computer software and advertising) play an increasingly important role in our society. They not only provide us with information and entertainment, but they also communicate social values to individuals. The media industries are very powerful organisations in contemporary society, and therefore need to be understood. At Emerson Park Academy Media Studies is an exceedingly popular and frequently over-subscribed option.

The Emerson Park Academy Media Studies Department is built upon:

- Consistently high results
- High expectations and high standards of work from students
- Well-qualified, experienced and innovative staff
- Broad opportunities to use different media technologies
- Cross curricular learning experiences
- A supportive and nurturing environment in which personal creativity is encouraged

Resources:

- Dedicated Media Studies computer suite including professional-standard software packages such as Photoshop and Adobe Premier Elements
- HD Video cameras and accessories
- High resolution stills cameras
- A comprehensive range of Media preparation materials, guides, textbooks and audio-visual reference materials

Lower School Opportunities

Although Media Studies is a subject only taught at Key Stage 4 within the school, members of the Lower School (years 7 – 9) with a keen interest in media are welcome in the Media suite (located in the new H7) at lunchtimes if they wish to learn more about the subject or take some informal tuition in media techniques or the various equipment and software packages we use. They might even like to make their own film and print products!

Just some of the topics they might explore include:

- Classic film
- Basic Photography skills
- Journalism
- Pop Music and videos
- Storyboarding
- Creating your own media texts
- Photo manipulation
- Desktop publishing
- Video editing

Key Stage 4

Media Studies is essentially the study of the media - including the industries or companies, which produce media (e.g. the press), the media products themselves and how they work (e.g. newspapers), and the ways in which audiences read and react to these products (e.g. the response of the public).

Students currently have the option of following the new course on the BTEC Technical Award system. It is a recognised qualification for progression into KS5. Traditionally, at EPA, GCSE Media before the change to BTEC had a consistently high A*-C pass rate. The conversion to the BTEC qualification is proving just as successful.

Students are frequently choosing to take this course into further studies by way of BTEC level 3 or as A levels in Media or Film Studies.

BTEC Technical Award in Creative Media Production

Examination Board: **EDEXCEL (Pearson)**

- 60% coursework (Components 1 & 2 30% each)
- 40% exam (Component 3)
- Course duration: 2 years

The course content is divided into **3** Components, comprising 60% coursework and 40% examination.

Component 1 – Exploring Media Products (Coursework)

Students explore what the Media Industry is about, what it is like to work in the industry and learn the skills needed to follow a potential career in the field. Students will explore:

- **moving image** (TV & Film)
- **publishing** (Newspapers and Magazines)
- **interactive** (Websites, Apps and Games)

Component 2 – Developing Digital Media Production Skills (Coursework)

Students develop their academic knowledge and skills in media practices:

- **experiment** with production skills and techniques
- **apply** technical skills to make a product
- **reflect** on their own skills

Component 3 – Responding to a brief (Exam Unit)

Students apply everything they have learned in the coursework units to a real-life scenario.

- **apply** research, planning and production skills and techniques to a finalised production

Across all units, students will develop key skills in:

- Video Production
- Print Production, layout and design
- Photography Techniques
- Advertising Production
- Media Audiences and Products
- Interactive Media Production

Modern Foreign Languages Faculty

At Emerson Park Academy we teach Modern Foreign Languages to:

- Equip learners to understand and communicate in Spanish and/or French.
- Improve competence in listening, reading, writing and speaking skills.
- Provide a platform for learners to express their ideas and personal interests through speech and writing.
- Develop analytical and interpretive capacities.
- Broaden each learner's understanding of how the English language works.
- Develop memory, self-discipline and resilience.
- Provide an opening to other cultures and traditions.
- Enhance each learner's intellectual curiosity towards local, national and global areas of interest.
- Expand personal horizons.
- Provide a foundation for learning other languages.
- Equip learners to visit, study in or work in another country.

It is our aim to make language lessons as accessible, interesting and exciting as possible. Members of our faculty work hard at preparing engaging resources and challenging lessons which motivate all learners throughout their language learning journey.

Key Stage 3

In September 2022 all Year 7 starters will study Spanish for two hours per week. Students will develop listening, speaking, reading and writing skills in various contexts. We continually focus on developing grammar skills in context and practicing new vocabulary unique to each of the themes or topics studied in class.

Key Stage 4 (GCSE)

All students at Emerson Park Academy have the opportunity to study a language at GCSE and are strongly encouraged to do so. Whilst not currently compulsory, GCSE French and Spanish are very popular subject choices. We are pleased to see Emerson Park's students enjoying their language studies and achieving excellent results. We reiterate that the benefits to students of studying a foreign language are endless.

We follow the AQA GCSE specification. Preparation for this qualification builds upon many of the topics covered at Key Stage 3 as well as introducing more advanced vocabulary and skills within a variety of topics.

The 4 skills are still assessed equally. The new GCSE will grade your child from 1-9 (9 being exceptional performance) and all of the examinations will be sat at the end of Year 11. There are no resits.

Listening: 25% Reading: 25% Speaking: 25% Writing: 25%

Please refer to the curriculum overviews below for more information about what your child will be studying this year.

If your child is proficient in another language, for example, mother tongue Mandarin, Russian or Arabic, it may be possible to take an additional GCSE. Please contact the Head of Faculty for more information.

Homework and Independent Learning

Your child will receive weekly homework tasks throughout their MFL studies. These will comprise of reading and writing tasks, as well as online homework and learning vocabulary for tests. Homework will always be set by the teacher on the Satchel One website/app.

Resources

- A multilingual team of specialist teachers.
- Interactive whiteboards in each of our 4 MFL classrooms.
- 32 Google Chromebooks exclusively for MFL use.
- Brand-new 'Allez', 'Studio' and 'Viva' course books and interactive resources.
- Google Classroom e-learning.
- A collection of authentic reading material.
- Subscriptions to online learning and revision tools.
- Authentic DVDs.
- Access to foreign language assistant for GCSE preparation

Extra-curricular

At Emerson Park Academy we pride ourselves on giving students the opportunity to develop cultural capital by promoting a love of learning beyond the classroom. Over the past couple of years, enrichment activities have included:

- Day trips to France.
- Residential trips to France and Spain.
- A partnership with a French school.
- French and Spanish theatre company visits.
- Language leadership programme.
- Cultural enrichment ideas shared with students: online series and songs.
- Taster sessions in other languages.
- Film studies.
- Assemblies on the diversity of languages spoken at Emerson Park Academy.

Staff Members:

Mr C. Deane - Head of Faculty
Mrs L. Hachad
Mr P. Dutta-Gupta
Mrs H. Purcell
Mrs J. Egleton
Ms N. Refaat

Music Department

Thousands of scientific and academic studies have shown that music education improves academic achievement, builds communication skills, fosters creativity, develops teamwork and increases engagement in school. Music plays a crucial role in the growth and development of the individual and allows children to develop and nurture their natural creative abilities. Music is essentially a practical activity and therefore should focus on the practical skills of creating or re-creating music. Through listening, composing, performing and sharing music with others, the art of music comes alive.

Music education is an essential part of the curriculum throughout a child's school life. Our curriculum matches the ability and aptitude of all pupils, including those with special educational needs as well as those with a particular talent in music. Recent educational research has shown that those who have a thorough and imaginative musical education show higher levels of attainment in other aspects/areas of the curriculum.

Our approach to music education at Emerson Park Academy encompasses both this view and the belief that through a carefully planned curriculum, each pupil will develop spiritually, socially, culturally and morally into mature individuals. In our view, music is essential to this process as it is a fundamental experience shared by all people, and is a form of communication common to all cultures which does not necessarily require a shared language or other experience. Music education in its many forms engenders respect and co-operation both between pupils, and between staff and pupils. The Music Department strives to achieve the highest standards and aims to encourage pupils to achieve their full potential through an understanding and enjoyment of music.

Staff Members

Mr N Wing - Head of Music

Miss A Plume

Resources:

Music Suite – comprising of classrooms, instrumental teaching rooms, practise rooms, percussion rooms and computers with Cubase recording equipment. As well as:

- Electronic keyboards
- Tuned and untuned percussion
- Drum kits
- Drum machines
- Wide range of acoustic and electronic instruments
- Music ICT/Media room with specialist equipment

Instrumental Tuition

Pupils are offered the opportunity to learn any of the instruments listed below by our music department and visiting specialist teaching staff.

Drums
Woodwind (Flute, Clarinet, Saxophone)
Guitar (Bass Guitar / Electric and Acoustic)
Brass (Trumpet, Trombone, French Horn)
Keyboard / Piano
Voice
Violin / Viola / Cello / Double Bass

There are over 60 pupils currently taking advantage of this scheme. More information is available from the Music Department.

Extra –Curricular Music

Emerson Park Academy offers the opportunity for your child to take part in various vocal groups, Theory tuition, Concert Band, ukulele club, jazz band, termly concerts, Whole School musical productions and performance opportunities at a range of venues.

Key Stage 3

Through an understanding and enjoyment of music, pupils are encouraged to work to high standards in order to achieve their potential in:

Composition, Performance and Listening & Appraising skills.

Topics of study include Popular music, Film Music, Keyboard Skills, Reggae, African Drumming, Samba, Music History, Jazz & Blues, Music Promotion, Ensemble practice, prepared performances and compositions in various styles.

Key Stage 4 GCSE Music – OCR

The GCSE Music course is based upon three components:

Component 1: Integrated Portfolio (30%)

- A performance on the learner's chosen instrument.
- A composition to a brief set by the learner.

Component 2: Practical Portfolio (30%)

- A performance on the learner's chosen instrument with at least one other performer.
- A composition to an OCR set brief.

The total length of performance required in component 1 or 2 and component 3 or 4 combined is a minimum four minutes with at least one minute as part of an ensemble. Learners can perform several short pieces for either or both components.

Component 3: Listening and Appraising (40%)

- A written paper, with CD

- Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 and 5.

Area of study 2: The concerto through time

Area of study 3: Rhythms of the world

Area of study 4: Film music

Area of study 5: Conventions of pop

The course gives opportunity for studying a wide range of music and maximising creativity through performance and composition to the highest standard of individual skill.

The Music Department offers:

1. An opportunity to learn an instrument.
2. A wide variety of extra-curricular activities.
3. Practice rooms available for booking at lunchtimes.
4. Many opportunities to perform in public.

Physical Education Department

Physical Education is a National Curriculum subject which is compulsory for all pupils. At Emerson Park we aim to develop co-ordination and mobility and the ability to apply knowledge, skills and concepts effectively. Each pupil should become aware of their own and others capabilities and co-operate and communicate with others. Movement is appreciated through observation and analysis and an understanding of safety procedures is developed. Most of all, the emphasis is placed upon participation and enjoyment.

Staff Members

Mr N Reynolds - Head of Department
Mrs A Turner - Second in Department
Mrs N Francis
Miss C Tolan Head of Year
Mr J Harris Head of Year
Mr S Higgins
Mr S Wheeler
Mr P Sturton - School Games Organiser

Sporting Facilities:

Sports Hall
Fitness Suite
Rowing Suite
Astro Turf Pitch
1 x Cricket Square
3 x Netball/Tennis Courts
Gymnasium
3 x Football Pitches
2 x Rugby Pitches
400 m Track
3 x Rounders Pitches
Full size Cricket wicket and outfield
ICT Classroom

Key Stage 3

Physical Education aims to provide an enjoyable satisfying and balanced programme with opportunities for all pupils to develop physically, socially, emotionally and cognitively.

The curriculum offers a comprehensive range of experiences through such activities as badminton, basketball, dance, football, fitness, rugby, hockey, handball, netball, cricket, tennis, gymnastics, problem solving and athletics. This meets the needs of individual pupils and encourages active involvement by all as performers, observers, leaders and officials. Structured schemes of work provide development, challenge and a sense of achievement. The development of confidence, tolerance and an appreciation of one's own and others' strengths and weaknesses are considered and the programme aims to develop skills and attitudes conducive to involvement in an active and healthy lifestyle.

Key Stage 4

Physical Education is a compulsory subject in Years 10 and 11 and is also offered through option pathways in GCSE course in Sport Science.

The compulsory course builds on the work covered during KS3 but the pupils have greater choice in the activities they follow. Leadership Awards are extremely popular and in Year 10 all pupils follow a Sports Leaders Programme alongside Core PE activities and gain intrinsic values from leading and teaching younger pupils at our link primary schools.

Physical Education Enrichment Programme

Beyond the school day our pupils have countless opportunities to indulge themselves within our extensive extra-curricular programme, which covers a wide variety of sports that are open to all.

We have a strong reputation locally and nationally with our individual athletes and teams achieving success at all levels. Our Honours Board celebrates and records the success for posterity and we hold many assemblies in which achievements are recognised throughout the year.

We have good club links with local partners that enable many of our pupils to join for the first time local clubs for athletics, badminton, cricket, football, gymnastics, and rugby. Many of our pupils represent these partner clubs on the weekend and during the school holidays.

Beyond this we provide various sporting opportunities in programmes such as; European Sports Tours, the American Ski trip, National School Sports week and School Games competitions where we aim to inspire and promote the opportunity for young people to be more active and take part in competitive school sport.

We specifically aim to raise standards of health and fitness, to develop pupil leadership and responsibility and offer special opportunities in sport.

Within the local community we take a leading role in developing school sport through the Havering Sports Collective, which is a partnership of schools from both Primary and Secondary Schools within the London Borough of Havering. Our mission is to maintain the high standards of provision for all the young people in Havering whilst creating a range of opportunities to develop leadership and cultural aspects within sport and physical activity.

Science Faculty

The Science Faculty's aim is to provide all pupils with the knowledge and understanding to engage, as informed citizens, with science based issues in an ever changing scientific world. Opportunities are provided for the pupils to further develop their understanding through the Separate Science option.

Staff Members:

Mrs S M Gallimore - Head of Faculty
Mr S Murray - Lead Practitioner 2nd in Science
Mr P Brickley- KS3 Science Coordinator
Mr D Vango KS4 Science Coordinator
Miss F Fullerton
Mrs B Palm
Miss A Kokkinopliti

Technicians

Mrs D Bass (Lead Technician)
Mrs B Hutchison
Mrs F Janes

Resources:

Accommodation consists of seven laboratories, five of which have recently undergone a state of the art refurbishment. Each laboratory has an interactive whiteboard. The laboratories are supported by five preparation rooms which enables the faculty to provide exceptional access to practical tasks which are an integral part of the scientific learning process.

Key Stage 3

All pupils study a course based on the new National Curriculum, with emphasis on working scientifically, investigative skills and the relevance of science in a technological world.

- Pupils study science for four hours per week in Years 7, 8 and 9.
- Pupils carry out investigative work throughout the Key Stage.
- In each year group the pupils are set into ability groups.

Key Stage 4

At Key Stage 4 pupils study science for four hours per week. Key Stage 4 pupils either study AQA Combined Science or Separate Sciences. Separate Science is an option subject and studied for an extra three hours per week.

Combined Science

Assessment for the AQA Combined Science consists of six equally weighted papers at either higher or foundation level. Each paper is one hour and fifteen minutes in length. Each paper is worth 16.7% of the grade and is worth 70 marks. This leads to two GCSE grades in science.

Separate Sciences are offered as an option in Year 10.

Assessment for AQA Separate Sciences consists of six equally weighted papers. Each paper is one hour, forty five minutes in length. Each paper is worth 50% of the grade and is worth 100 marks. This leads to three GCSE grades in biology, chemistry and physics.

All pupils in Year 10 have to complete required practicals. Questions in the examinations will be based on these practicals so it is essential that pupils complete these.

Social Sciences Faculty

The following subjects are part of the Social Sciences Department:

- Personal, Social, Health Education (PSHE)
- Cultural Studies
- Health and Social Care
- Citizenship

The Social Science Department aims:

- To encourage pupils to respect the rights of others.
- To encourage pupils to take on responsibilities in an appropriate manner.
- To encourage awareness of local, national and international topical events and how those events affect their lives.
- To develop pupils' knowledge and understanding about religious beliefs, rituals and practices.
- To encourage tolerance, respect and acceptance for others' beliefs, practices and lifestyles.
- To help pupils understand which choices to make for a healthy lifestyle.
- To develop self-esteem and confidence.
- To become independent learners.

In addition we encourage all pupils to voice their opinions in school and take up responsibilities in the wider school community.

Cultural Studies - Key Stage 3

Staff Members:

Ms Hampton
Mr Wheeler
Miss Heath
Mrs Freeman
Dr Crawley
Mrs Ragbir

Pupils have Cultural Studies lessons once a week. Cultural Studies is a blend of Citizenship and Religious Education. The themes studied are:

Government, Law, Crime and Punishment, Human Rights, Global Community, Media, Racism, Pressure Groups, Economy, Belief Systems, Global religions, Moral and Ethical Issues.

There are a variety of assessments throughout Key Stage 3 which aim to encourage a wide range of skills amongst the pupils including independent learning, extended writing, research, critical thinking, source analysis and enquiry. One example of our Citizenship assessments includes the Child Rights assessment, in year 8. This is an essay comparing children's rights here in the U.K. and globally. An example from Religious Studies is the Diwali assessment in year 7. The pupils are tasked with writing a chapter in a children's book about Diwali.

Personal, Social, Health and Economic Education - Key Stage 3

Pupils will have PSHE delivered during form time, and at dedicated collapsed timetable days throughout the year, (circumstances committing).

The themes studied are as follows:

- The effects of drugs, alcohol and smoking
- Careers
- Bullying
- Sex and relationships
- Staying safe and community behaviour
- Dealing with emotions
- Mental Health
- Healthy Eating and Exercise
- Self-Identity
- Personal Finance
- Work Related Learning
- The consequences of risk behaviour

The pupils will also be able to explore current issues that affect our society; such as extremism and radicalisation. They will be able to discuss issues around the Government focus on the British Values of Tolerance, Democracy, Individual Liberty and Rule of Law.

Key Stage 4

Health and Social Care

Staff Member: Dr Crawley

Pupils can opt to take Health and Social Care in Years 10 and 11. The course followed is the Edexcel BTEC Award Level ½. There are three components to complete:

Component 1 – Human Lifespan development (30%)

Assessment: internally assessed assignments.

In this component pupils explore how individuals develop over time, the factors that can impact development and how people adapt to life events and cope with changes.

Component 2 – Health and Social Care Services (30%)

Assessment: internally assessed assignments.

In this component pupils will learn about the health and social care services available and why people may need them. They will explore who's involved in providing these services and the barriers to individuals accessing them.

Component 3 – Health and Well-being (40%)

Assessment: externally assessed task.

In this component pupils learn about what being healthy means to different people and the factors that can impact health. They will be able to assess an individual's health, and create a health and wellbeing plan for them.

Citizenship

Staff Member: Ms Hampton

Pupils can opt to take Citizenship in years 10 and 11 also. The course followed is the AQA full GCSE. The course is 100% examination; the pupils will take two exams in year 11, each worth 50%

Paper one: Active Citizenship

In this section pupils will explore what it means to be an active citizen. They will look at different campaigns, as well as planning and executing their own campaign to influence a decision maker.

Politics and Participation

In this section pupils will explore British political institutions and current political issues. They will also look at how citizens can be involved in the decision making process.

Paper two: Life in Modern Britain

In this section pupils will explore what it means to be British, the main British institutions and the rights and responsibilities of British citizens and migrants.

Rights and Responsibilities

In this section pupils will look at why we have laws, the legal systems across Britain, and other conventions and Rights' laws that we have signed.

Careers

The pupils receive careers education through the PSHE programme. They will be able to explore careers related themes, throughout years 7 to 11. Some of these will be delivered in form, and some will form part of the collapsed timetable days that will be provided for years 7, 8 and 9, circumstances permitting.

At key stage four, pupils have access to a careers meeting with an impartial careers adviser from Prospects, our local CEIAG service. The pupils will be guided also through the very important college transfer process which takes place in year 11.

Statistics

Staff Member: Mrs Ellis – Head of Department

Statistics is an option at Key Stage 4, which uses some of the core data handling skills taught in KS3 Math lessons.

The course consists of two written exams that both consist of all four elements

- Planning
- Collecting
- Processing, Analysing and interpreting
- Probability distributions

Statistics is about making decisions when there is uncertainty, it gives pupils the abilities to collect, analyse, interpret and present data all through theory and practical work. Statistical literacy is essential for our public and environmental health, a functioning democracy and full participation in society.

In Statistics our aim is to deliver lessons that relate to the real world which will inspire pupils and further develop critical and analytic thinking skills.

- We will be giving them the tools to better understand the world around them that they will use for the rest of their lives.
- The ability to understand and evaluate arguments presented in a statistical manner on a range of issues that is important to our individual and collective well-being.
- The ability to undertake investigations, prepare reports and present cases which are an essential part of many occupations.
- We will be giving our pupils the tools to critically assess what they are seeing on TV and the internet and to make informed decisions.