



Friday 22nd May 2020

Dear Parents/Carers,

I hope you are well and staying positive as we enter into half-term. This will of course feel a little surreal for most of you having had the children at home for the past 8 weeks or so, but we hope you are able to relax and do some 'half-term style' activities.

Now that we know where we stand as regards Years 7 & 8 remaining at home until the Autumn Term, we want to give you a really clear outline of some changes we are making to our online learning offer and re-affirm our expectations of pupils for the next half-term.

Curriculum

All our teachers have spent some time reviewing what they are going to teach pupils next half-term. This information is presented to you in pupil and parent-friendly summaries, included at the end of this letter so you can keep clear track of what your child is learning.

Knowledge organisers

Pupils will be given new 'knowledge organisers' (a summary of key information for the unit of work, similar to revision guides) in every subject in the first week back after half-term. These will be shared on Show my Homework, so you will also have access to them. Please feel free to test your son / daughter on key content as they go along.

Lesson delivery

In a survey completed by almost all the pupils last week, the majority of pupils prefer it when there is some interaction from the teachers included within the work set. From now on, we will therefore be including a personal element to every lesson, so you can expect to experience at least one of the following from every teacher:

- A voice over by the teacher on at least some of the material
- A video clip of the teacher introducing the lesson
- A full video lesson recorded by the teacher

Moving forwards, we are also exploring the possibility of delivering some live lessons and tutor group slots soon after the half-term break. We will communicate with you about these new opportunities in due course.

Pupil progress / Work completion

We are aware some pupils are finding it difficult to complete all work set in spite of our timetable changes. So that pupils do not fall way behind, it is now essential that **all pupils engage with the work we are setting across the subjects**. In order that we can support them in whichever way they need, pupils struggling to complete work will be asked to come into school.

The Importance of Reading

Reading is something all pupils can commit to doing on a daily basis, independently of their teachers, and it will without question improve their knowledge and language skills across the curriculum. All pupils now have access to online reading resources and can take quizzes to check their understanding through **Accelerated Reader** and **myON**. If they cannot locate their login details, they should liaise with our Librarian, Mrs Randhawa through Enquiries.nswl@nishkamschools.org

Reports

We will be producing end of year reports, which will include the following categories:

- Attitude to remote learning
- Pastoral comment from pupils' Form Tutor

Year 8 Language Choices

Please note that if your child is not continuing with one of the languages they are currently studying in Year 9, they **do not have to continue completing the work set** if they do not wish to.

Uniform when attending school

Due to the crisis, there will be a different uniform policy. Any child attending school will be able to wear either school PE kit or the machine washable elements of their uniform, for example, grey trousers or their white shirt. **Blazers and ties will not be permitted**, as they are dry clean only items which may carry germs for longer.

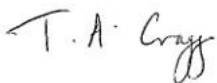
Support

We know this situation remains a challenge for all of us, so please do take a moment to read through the latest government link for parents:

<https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19>

We are here if you need us, so please do not hesitate to get in touch.

Yours Sincerely,



Mr T Cragg, Principal, Nishkam School West London

Nishkam School West London
152 Syon Lane, Osterley, TW7 5PN
T: 0203 141 8760
www.nishkamschool.org

Principal: Mr T Cragg
Head of Primary Education: Mrs S Rai

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NSWL Year 7 Curriculum Overview Summer 2 2020

Subject	Content	Resources
English	<ul style="list-style-type: none"> Complete Writing from Other Cultures Unit: (at least 4 weeks) Things Fall Apart extract Hurricane Hits England Harlem Renaissance / Civil Rights poem Two Scavengers <p>THEN:</p> <ul style="list-style-type: none"> Non-fiction, using AQA KS3 sources: <i>Stranded in Vanuata</i> <i>Japanese Dogs</i> <i>Teen Beauty Pageants</i> 	<ul style="list-style-type: none"> Electronic copies of poems / extracts
	<p>Context: This completes the work Year 7 students are currently doing</p> <p>Year 7s have not studied non-fiction this year so this will be a change of pace to end the term</p>	
Mathematics	<ul style="list-style-type: none"> Coordinates and graphs Statistical diagrams Proportion 	<ul style="list-style-type: none"> Calculator Maths Set
	<p>Context: Some topics from the curriculum have been skipped since a teacher is required to explain the content. Live online Q&A lessons will commence the week beginning 1st June. This will help students with any misconceptions and queries regarding the allocated tasks. Online teaching will utilise HegartyMaths and PowerPoint slides with teacher input.</p>	
Science	<ul style="list-style-type: none"> Electricity & magnetism Periodic table 	<ul style="list-style-type: none"> Links to learning resources will be shared on a weekly basis via Show My Homework Calculator Periodic table (in school planner)
	<p>Context: Year 7 are behind by one topic. The topic of Acids and Alkalis will be moved to Year 8 as there is more room and time to add content.</p>	
RE	<p>Key teachings and sources of faith</p> <ul style="list-style-type: none"> Authority and guidance in faith Religious leaders Sacred texts 	<ul style="list-style-type: none"> Links to lesson learning resources will be shared on a weekly basis via SMHW Materials to create a model of a sacred text
	<p>Context: This is in keeping with the KS3 curriculum plan for RE. This academic year pupils have explored and reflected upon their own faith journey, they have learnt about the importance of worship and celebration from a multi-faith perspective and during Summer 2 the pupils will be studying key teachings and sources of faith.</p>	
Art	<p>Sweet tooth project (Cakes/Sweets/Fruit Project)</p> <p>Develop drawing and painting techniques</p> <ul style="list-style-type: none"> Drawing from observation Develop colour blending techniques Explore one or two of these artists (Thaneeya McArdle, Wayne Thiebaud, 	<ul style="list-style-type: none"> PowerPoints Paintbrushes Paints Colouring pencils Alternatives will be given for each task if for example pupils don't have a piece of equipment

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	Sarah Graham, Kathy Parker, Joël Penkman)	<ul style="list-style-type: none"> • SMHW Quiz • Photography
	Context: This is keeping in line with the curriculum overview but I will need to change the tasks to reflect limited materials at home whilst ensuring I can provide the correct guidance for pupils who may have paints at home.	
Computing	<ul style="list-style-type: none"> • Binary • What is airbrushing? • Photo enhancing techniques • Photo editing techniques • Image manipulation 	<ul style="list-style-type: none"> • Access to YouTube • Download the free software GIMP 2.8
	Context: Pupils will be introduced to binary and the concept of the language that computers use. Following the introduction and tasks to show how the computer uses this language to draw pictures, pupils will then move on to the topic of photo manipulation. They will have the opportunity to see how pictures can be changed and they will edit pictures, putting faces onto pieces of fruit and embed a flag onto their face.	
Food	<ul style="list-style-type: none"> • Fruit crumble or fruit in a desert (practical lesson) • Food provenance (theory lesson) • Savoury muffins or alternative (practical lesson) • Food Seasonality (theory lesson) • Naan Pizza or alternative (practical lesson) • Protein, seeds and nuts (theory lesson) 	<ul style="list-style-type: none"> • PowerPoint • Ingredients and equipment for cooking from home. • SMHW Quiz
	Context: I have stuck to the planned curriculum and have adjusted the theory tasks, added voiceovers to PowerPoints and made the practical tasks relevant but given open options for what pupils can cook from home.	
French	<ul style="list-style-type: none"> • Revision of hobbies and weather vocabulary • What do you do? • Sports in French speaking countries • What do you like to do (technology)? • Asking questions 	<ul style="list-style-type: none"> • Viva 1 • Quizlet • Active Learn
	Context: Students will develop their vocabulary about hobbies with a focus on technology, sports and questions	
Geography	<ul style="list-style-type: none"> • How has the earth's temperature changed? What are the natural causes of climate change? • What is the enhanced greenhouse effect? How are human activities contributing to the enhanced greenhouse effect? • What are the different types of energy? How and why is the demand and consumption of energy changing? 	<ul style="list-style-type: none"> • SMHW and other online learning resources which will be shared with pupils on a weekly basis.

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	<ul style="list-style-type: none"> • What is the world's current energy mix like? What are the positive and negative effects of this? • What are the impacts of global warming? • Is renewable energy a sustainable alternative? • How else can we reduce our carbon footprint? 	
	Context: This is in keeping with the KS3 curriculum plan for Geography. Pupils will focus on how our climate is changing, the reasons why, the impact this will have on different people and places and finally what we can do to reverse our current trends.	
History	<p>History of London Project. Lessons for this half-term will each be on different period in London's history. Lessons will be on the following:</p> <ul style="list-style-type: none"> ○ Roman London ○ The Tower of London ○ Shakespeare's London and The Globe ○ The Great Fire of London ○ WW2 and the Blitz ○ 2012 Olympic Games 	<ul style="list-style-type: none"> • SMHW and online resources which will be shared on a weekly basis.
	Context: This sequence of lessons will see pupils studying different time periods each week. They will focus on change and continuity over time.	
Music	<p>Hooks and Riffs</p> <ul style="list-style-type: none"> ○ What makes a good piece of music? ○ Why do we enjoy repetition? ○ How can repetition be a tool for composition? ○ Listening to, and learning pieces of music that use hooks and riffs ○ Technology as a tool for music making ○ Creating own hooks and riffs 	<ul style="list-style-type: none"> ○ Weekly PPTs on SMHW including relevant weblinks ○ https://www.onlinepianist.com/virtual-piano ○ Garageband (for pupils who have access to this on mac/iPhone)
	Context: This unit allows pupils to listen to, appraise, and practically demonstrate hooks and riffs in music.	
PE	<ul style="list-style-type: none"> • Lessons this half-term will focus on physical and mental well-being. Activities set for the students will include the following: • Weekly fitness challenge, for example number of star jumps completed in a minute • A yoga session • A task on SAM learning linked to fitness or well-being 	<ul style="list-style-type: none"> • SAM Learning • Joe Wicks • YST

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	<ul style="list-style-type: none"> Completion of at least 2 Joe Wicks sessions or alternatives 	
	Context: This is a sequence of lessons to help students focus on their personal health and well-being. There will be an element of competition and also choice of activities to try to engage as many students as possible. The tasks set on SAM learning will begin to introduce some of the theoretical content delivered at GCSE to begin to provide a foundation to develop this knowledge and understanding further in the future.	
Punjabi	<ul style="list-style-type: none"> Vowels Khaana/Sihari Past and present tense in sentences to speak about themselves Translation using learnt vowels Fruit and numbers Writing sentences using the imperative Listening to a short story in Punjabi and completing comprehension questions Singular and plural nouns in a text 	<ul style="list-style-type: none"> SMHW and online resources
	Context: Students will revise what they have learnt this year	
Spanish	<ul style="list-style-type: none"> Do you like science? What is there in your school? During break time Do you like your school? What is your school like? 	<ul style="list-style-type: none"> Viva 1 Quizlet Active Learn
	Context: Students will continue studying the topic of school which they had started after their KAT2	
VFPD	<ul style="list-style-type: none"> What factors influence your mental health? What is emotional well-being? How and why is it important? What is resilience? How can we build resilience? How can we manage disappointments and setbacks? Healthy coping strategies- positive ways of coping or managing strong feelings or emotions The power of reflective journaling 	<ul style="list-style-type: none"> SMHW and online resources
	Context: Promoting emotional well being	

Page Break

NSWL Year 8 Curriculum Overview Summer 2 2020

Subject	Content	Resources
English	<ul style="list-style-type: none"> Of Mice and Men Finish reading of book with questions Finish study of contextual material 	<ul style="list-style-type: none"> E-books of OMAM YouTube resources Electronic copies of poems and extracts from other cultures
	at least 4 weeks then:	

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	<ul style="list-style-type: none"> Use Poetry from Other Cultures material previously used by Year 7 	
	Context: this completes the text from Summer 1; writing from different cultures is the focus area	
Mathematics	<ul style="list-style-type: none"> Inequalities Pythagoras Theorem Gradient and Equation of a Line 	<ul style="list-style-type: none"> Calculator Maths Set
	Context: Some topics from the curriculum have been skipped since a teacher is required to explain the content. Live online Q&A lessons will commence the week beginning the 1 st June. This will help students with any misconceptions and queries regarding the allocated tasks. Online teaching will utilise HegartyMaths and PowerPoint slides with teacher input.	
Science	<ul style="list-style-type: none"> Natural selection and Evolution Genetics & Inheritance 	<ul style="list-style-type: none"> Links to learning resources will be shared on a weekly basis via Show My Homework
	Context: Year 8 are on track with where they should be. There will be a big focus on practical skills which they have missed out on, which will take place throughout Year 9.	
RE	Judaism and Islam – beliefs and practices Judaism (3 weeks) Islam (3 weeks) A faith comparison	<ul style="list-style-type: none"> Links to lesson learning resources will be shared on a weekly basis via SMHW Materials to create a model of the 5 Pillars of Islam
	Context: This is in keeping with the KS3 curriculum plan for RE. This academic year pupils have looked at ethical behaviour and the influence of faith on human behaviour. The focus so far has been from a Sikh and Christian perspective. This unit of work will help develop their knowledge and understanding of two other world faiths.	
Art	Sealife Project – Design an environmental awareness poster <ul style="list-style-type: none"> Drawing study of fish, shells and coral Blending pencil colours and paints Explore message, client, purpose and form Thumbnail drawings and planning for a final piece (A3/A2) Explore one or two of these artists: Ernest Haekal, Ergin Inan, Christopher Marley, Mike Libby, Abby Diamond, Ann Mieke Mein, Cornelia Hesse Honneger, Damien Hirst, Kelly Stanford 	<ul style="list-style-type: none"> PowerPoints Paintbrushes Paints Colouring pencils Alternatives will be given for each task if for example pupils don't have a piece of equipment SMHW Quiz Photography
	Context: This is a project on the curriculum overview but one we have not done yet. Ive chosen to do this instead of the patterns project as I think it is more socially relevant with environmental themes and more engaging.	
Computing	<ul style="list-style-type: none"> #keepconnected Sky Academy Studios competition Binary Hexadecimal 	<ul style="list-style-type: none"> Access to a device that can record a video Free editing tool (Windows Movie Maker or iMovie) Access to YouTube
	Context: Pupils will have the opportunity to edit their own video clip, as part of a competition Sky Academy Studios are currently running. This will allow pupils to share their	

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	lock down experience in a creative forum. Pupils will finish the year by leaning about the language of computers and understand how we communicate with them.	
Food	<ul style="list-style-type: none"> • Biscuits or alternative (practical lesson) • Methods of heat transfer and sauce making (theory lesson) • Methods of heat transfer and sauce making practical lesson – pasta bake or alternative (practical lesson) • Cereals – oats and rice (theory lesson) • Oats and rice practical lesson – savoury rice or alternative (practical lesson) 	<ul style="list-style-type: none"> • PowerPoint • Ingredients and equipment for cooking from home. • SMHW Quiz
	Context: I have stuck to the curriculum plan and have adjusted the theory tasks, added voice overs to PowerPoints and made the practical tasks relevant but given open options for what pupils can cook from home.	
French	<ul style="list-style-type: none"> • Physical description • Where you live • Places in town • Where do you go at the weekend? • What are you going to do? • I am going to visit Paris 	<ul style="list-style-type: none"> • Viva 1 • Quizlet • Active Learn
	Context: Students will learn core vocabulary that they did not have time to cover in Y7	
Geography	<ul style="list-style-type: none"> • How do physical processes of erosion, transportation and deposition shape the coastline? • What landforms are created by the forces of erosion on coastlines made of hard rock? • Why do cliffs retreat and what problems does this create? • How does transportation change the coastline and what landforms do these create? • How does deposition alter the coastline? • What hard and soft engineering techniques can we used to protect the coastline? Are they always effective? 	<ul style="list-style-type: none"> • SMHW and other online learning resources which will be shared with pupils on a weekly basis.
	Context: This is in keeping with the KS3 curriculum plan for Geography. The aim of this unit of work is to understand why there is a variety of distinctive coastal landscapes in the UK and the processes that shape them. To consider the challenges that these changing coastlines present for humans and how we can manage them.	

History	<ul style="list-style-type: none"> • Why is the Titanic so famous? • Who was to blame for the Titanic disaster? • The end of the British Empire • How has immigration changed Britain? • What was so special about Windrush? • What was Britain like on the eve of World War One? 	<ul style="list-style-type: none"> • SMHW and online resources which will be shared on a weekly basis.
Context: This sequence of lessons continues our chronological study of British and global history.		
Music	<p>Theme and Variation</p> <ul style="list-style-type: none"> ○ Pupils will use their previous learning on form and structure: (binary, ternary form) to understand how variations create structure in music ○ Listen to and play examples of variations ○ Composition of variations based on given themes 	<ul style="list-style-type: none"> ○ Weekly PPTs on SMHW including relevant weblinks ○ https://www.onlinepianist.com/virtual-piano ○ Garageband (for pupils who have access to this on mac/iPhone)
Context: This unit allows pupils to listen to, appraise, and practically demonstrate themes and variations.		
PE	<ul style="list-style-type: none"> • Lessons this half-term will focus on physical and mental well-being. Activities set for the students will include the following: <ul style="list-style-type: none"> • Weekly fitness challenge, for example number of star jumps completed in a minute • A yoga session • A task on SAM learning linked to fitness or well-being • Completion of at least 2 Joe Wicks sessions or alternatives each week. 	<ul style="list-style-type: none"> • SAM Learning • Joe Wicks • YST
Context: This is a sequence of lessons to help students focus on their personal health and well-being. There will be an element of competition and also choice of activities to try to engage as many students as possible. The tasks set on SAM learning will begin to introduce some of the theoretical content delivered at GCSE to begin to provide a foundation to develop this knowledge and understanding further in the future.		

Punjabi	<ul style="list-style-type: none"> • Numbers 20-40 • Family and siblings • Extended family • Time and school routine • Talk about your house/flat • Home life and routine • Listening to a short story and comprehension questions 	<ul style="list-style-type: none"> • SMHW and online resources
	Context: Students will revise the content that they covered in class this year	
Spanish	<ul style="list-style-type: none"> • Physical description revision • Describing your house • What's in your city? • What do you do in your town? • What are you going to do? • Do you like your city? 	<ul style="list-style-type: none"> • Viva 1 • Quizlet • Active Learn
	Context: Students will learn core vocabulary that they did not have time to cover in Y7	
VFPD	<ul style="list-style-type: none"> • What factors influence your mental health? • What is emotional well-being? How and why is it important? • What is resilience? How can we build resilience? • How can we manage disappointments and setbacks? • Healthy coping strategies- positive ways of coping or managing strong feelings or emotions • The power of reflective journaling 	<ul style="list-style-type: none"> • SMHW and online resources
	Context: Promoting emotional well being	

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