



## GUIDE FOR PROSPECTIVE PARENTS

September 2021



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## KEY ADMISSIONS DATES

Date:	Event Information:
Thursday 30th September 2021 4.00pm to 8.00pm	Open Evening for Prospective Parents and Students in Year 6.
Friday 1st October 2021 at 12noon	Deadline for Language Scholarship Applications to be submitted to the school.
Tuesday 5th October 2021 at 4.00pm	Language Scholarship Assessment Day.
Tuesday 5th October and Wednesday 6th October 2021	Open Day Tours. Please visit the school website for booking details.
Friday 15th October 2021	Language Scholarship Assessment Results (sent via email after 4.00pm).
Thursday 31st October 2021	Deadline for applications to be submitted to the Local Authority. <b>Please note that we do <u>not</u> have a separate application or information form.</b>
Tuesday 1st March 2022	Parents informed of the outcome of application by the Local Authority ( <u>not</u> by the school).

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## THE WILLIAM PERKIN ETHOS

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William Perkin School prides itself on being a community which believes in our human capacity to do and be good.

We believe that we should be responsible for ourselves and for others, that we should think about the future impact of our actions and that we should live up to God's image within us. We could think of ourselves as being challenged to stretch in three directions - upwards, outwards and ahead. It is our hope that the students who are educated in the William Perkin way will be capable of 'intelligent engagement with the wider world'

### The 10: 10 Ethic

There are 6 disciplines which we expect every student to work on.

They are to:

- ◆ Know yourself
- ◆ Be an agent for good
- ◆ Understand weakness
- ◆ Accept support
- ◆ Engage fully
- ◆ Stretch

These six disciplines will ensure we keep true to our 3 principles for how we live and work together as a community:

- ◆ Good gifts used in service
- ◆ Don't stay in a bad place
- ◆ Unique Value in community

If we live by these rules we will come closer to understanding our key text from the bible:

*'I have come that you may have life, and have it to the full'*

**John 10 vs 10**



## Our 10:10 ethic

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## THE WILLIAM PERKIN ETIQUETTE

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Our parents brought us up to have good manners.  
These good manners will help us live our life in a good way  
whatever the community in which we are living or working.  
These are the William Perkin good manners (or Etiquette)

### Good Gifts used in Service

We appreciate what we have been given  
We create rather than destroy  
We enjoy being good and doing well  
We always give of our best  
We smile & sit up straight  
We thank our teachers at the end of every lesson  
We celebrate each other's success

### Don't stay in a Bad Place

We say 'sorry' when we do wrong  
We are not afraid to own-up  
We know how to be silent and reflective  
We are honest  
We learn from our mistakes  
We forgive others

### Unique Value in Community

We notice the feelings of others  
We are helpful  
We listen  
We control ourselves  
We are polite  
We treat everyone in school as a friend  
We make a positive impact on our environment



William Perkin  
C of E  
High School

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## THE WILLIAM PERKIN LEARNING CULTURE

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At William Perkin, our whole approach to teaching and learning is based around enhancing students' capacity to think. Our ambition is to create a culture of intellectual challenge which stimulates this. From this vision we have defined our core thinking skills and creative applications.

### Thinking Skills

- Listen intently
- Read critically
- Write cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form coherent arguments

### Creative Applications

- Look outward
- Exercise curiosity & enquiry
- Act responsibly
- Engage creatively
- Work co-operatively



William Perkin  
C of E  
High School

## YEAR 7 PASTORAL TARGETS

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• I can explain my opinion of all of my subjects.</li> <li>• I know my strengths in each subject as well as the areas I need to improve on.</li> <li>• I can explain why each of my subjects is valuable.</li> <li>• I am familiar with the thinking skills and creative applications.</li> <li>• I can give examples of when I have used each thinking skill and creative application.</li> <li>• I regularly access COPIA to help me with all my subjects.</li> <li>• I have thought about some different future careers and know which ones I am more interested in.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• I know my target and current level for each of my subjects.</li> <li>• I know if I am on track to achieve my target in each of my subjects.</li> <li>• I know what I need to do to improve before the next assessments.</li> <li>• I am confident that I know what I need to do to achieve my target by the end of Year 7.</li> </ul>
<b>Conduct</b>	<ul style="list-style-type: none"> <li>• I am proud of the number of positives I gain each week.</li> <li>• My conduct in class enables me to learn well and does not prevent anyone else from learning.</li> <li>• I know the Trust Etiquette and use it to inform my conduct both in school and outside of school.</li> <li>• I always hand in my prep and homework on time and done to a good standard.</li> <li>• The number of negatives I get is minimal/zero or is going down.</li> <li>• I have 100% attendance and punctuality.</li> <li>• My uniform is always smart.</li> </ul>
<b>Wider Learning &amp; Career Development</b>	<ul style="list-style-type: none"> <li>• I have represented my House in an inter-form event or Enterprise day.</li> <li>• I have represented my school on a team or a trip.</li> <li>• I have taken on a position of responsibility in my House or form.</li> <li>• I have participated in Pastoral Workshops and worked well as part of a team.</li> <li>• I regularly attend at least two extended electives (including Study Club) per week.</li> <li>• I have contributed to a project or event outside of lesson time.</li> <li>• I have demonstrated my reliability in a range of situations.</li> </ul>
<b>Wellbeing, Spirituality &amp; Reflectiveness</b>	<ul style="list-style-type: none"> <li>• I have understood and can effectively use the Trust stillness techniques and the Trust posture.</li> <li>• I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development.</li> <li>• I have contributed to the wider life of the school by reading in assembly, tutor time or Communion.</li> <li>• I have used the Pastoral area on COPIA to explore topics that interest me.</li> </ul>



## THE WILLIAM PERKIN HOUSE SYSTEM

The house system creates unity between tutor groups across the year groups. This happens through inter-form competitions, sporting activities and the termly conduct point competition.

The Houses are named after famous scientists, using the initials of William Perkin

### W P E R K I N

Watt House

Pascal House

Einstein House

Rutherford House

Kelvin House

Isambard House

Newton House

(Red)

(Orange)

(Yellow)

(Green)

(Blue)

(Indigo)

(Violet)

James Watt

Blaise Pascal

Albert Einstein

Ernest Rutherford

Lord Kelvin

Isambard Kingdom Brunel

Isaac Newton



# THE SCHOOL DAY

## Times of the Day

MONDAY TO THURSDAY			
PERIOD	START	END	NOTES
AM REG	8:00am	8:30am	
P1	8:30am	9:20am	
P2	9:20am	10:10am	
BREAK	10:10am	10:30am	
P3	10:30am	11:20am	
P4	11:20am	12:10pm	
P5 A OR LUNCH	12:10pm	13:00pm	LUNCH FOR YEAR 9, 10 & 11
P5 B OR LUNCH	12:50pm	13:40pm	LUNCH FOR YEAR 7, 8, 12 & 13
P6	13:40pm	14:30pm	
P7	14:30pm	15:20pm	
PM REG	15:20pm	15:30pm	
Extended electives	15:30pm	17:00pm	
FRIDAY AFTERNOON-EARLY CLOSE			
PERIOD	START	END	NOTES
AM REG to P5 B / Lunch as per above			
PM REG	13:40pm	13:50pm	Early Close - Students leave at 1.50pm

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## SCHOOL UNIFORM

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### **Uniform**

We set very high standards for appearance, just as we do with behaviour.

Students should wear full school uniform at all times. Any student who is not wearing full and correct uniform will be sanctioned.

### **Uniform Stockist:**

#### **PMG Schoolwear Ealing**

13 Broadway Buildings,  
Boston Road,  
Hanwell  
W7 3TT

Tel: 020 8567 1155

Web: [www.pmgschoolwear.co.uk](http://www.pmgschoolwear.co.uk)



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# ENGLISH

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## General Introduction

Cultural and critical understanding, creativity and competence are at the heart of the English department's curriculum. Students are encouraged to develop a lifelong reading habit and are introduced to a wide variety of texts from across the literary heritage. Pupils are taught how to engage critically with texts and are given the confidence to apply an open minded approach to the texts studied. Pupils' competence in English is developed throughout the curriculum: they are taught how to communicate clearly, coherently and accurately in a range of written formats and spelling, punctuation and grammar are taught explicitly. The department places a particularly strong emphasis on developing public speaking skills, in particular debating. Pupils are taught the skills needed for successful debating at the beginning of Year 7 and debates on a range of topics are embedded into each scheme of work. Furthermore, students will have one lesson a week of Drama to support their development of confidence and public speaking. As the development of literacy skills is of primary importance at William Perkin, some students may be invited to attend extra Literacy lessons during Core Elective sessions.

## KS3 Overview

In the Autumn term pupils study a range of texts from critically acclaimed children's literature; texts which span the centuries. The unit, 'Step into the unknown' celebrates the great works from our literary heritage which have intrigued readers of all ages for many, many years. In the Spring term pupils are introduced to Elizabethan theatre and study Shakespeare's 'The Tempest'.. In the Summer term pupils read 'Sherlock Holmes' by Sir Arthur Conan Doyle; they study two of his short



stories, which gives them the opportunity to practise plenty of analytical writing whilst enjoying some really exciting detective fiction from the 19th Century.

In Year 8, students continue to enjoy pre-1900 fiction by starting with Charles Dickens' 'A Christmas Carol'. They then study another 'Othello' by William Shakespeare, followed by a summer unit entitled 'The Monster Within', which focusses largely on gothic texts.

## KS4 Overview

From Year 9, students start to prepare for the AQA English Language and Literature GCSE courses. These are rigorous qualifications which prepare students for the next stage in their lives.

## Assessments

At the end of each half term students will have an assessment which will enable their teacher to see how they are progressing. These assessments will test reading, writing and speaking and listening skills. There are two exam weeks when students will complete exam papers that will help to determine overall English levels for the year.

## Lesson Prep & Homework

Students will receive a 15-minute lesson prep task every lesson. This is for them to practise what they have learnt or prepare for their next lesson. It must be done on the same day it is set and this will be monitored very closely.

There will be times when students receive extended homework. They will have at least a week to complete them. Homework tasks will be assessed; teachers will decide whether homework is of the required standard and will offer detailed feedback and targets to ensure students can make improvements.

## Stretching Students

The department also runs a variety of theatre and other wider learning trips and it is hoped that pupils will take the initiative to set up their own clubs which reflect their individual interests in aspects of the English curriculum.

We run KS3 book clubs and there are special wider reading lists available for every unit studied. Students also have the opportunity to take part in Creative Writing Club and numerous other opportunities.



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# MATHS

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## General Introduction

At William Perkin we foster students' enjoyment of mathematics, developing strong mathematicians who are highly numerate and confident in solving a broad range of problems. Our students know that mathematics is an incredibly important subject, imperative for some of the best university courses and careers. Our students also know that mathematics is a very empowering subject and helps us to understand and appreciate the beauty of the world.

## Curriculum Overview

In Key Stage 3 (Years 7-8), students study number, algebra, geometry and statistics over a variety of units. In Key Stage 4 (Years 9-11) students complete their GCSE course, with the most able being prepared fully for the rigour of the A-level course. Some even do an additional qualification in year 11. All students learn formal methods and proof, problem solving techniques and how to communicate effectively using mathematical language. The curriculum offer is broad and we also run a number of extended electives (e.g. Athletics, Chess Club, Mathematics Challenge) to enrich the mathematical experience of all of our students, whatever their ability.

## Assessment

All students are formally assessed at regular intervals throughout each key stage to ensure they all make excellent progress. There are 4 quarterly exams over the year and a piece of standardised assessed homework following every unit. The quarterly exams are linear (i.e. they cover all topics studied since the start of the course). All results are recorded centrally on Go4Schools and students will receive personalised feedback to help them progress after each assessment and piece of homework. We celebrate progress ahead of attainment and our track record is that, since the opening of William Perkin, students have made exceptional progress in mathematics.



## Prep Tasks

Regular practice of new skills and independent work is an essential part of learning mathematics. Students are expected to complete prep tasks after every lesson. This will often be a short piece of practice work based on the content of the previous lesson, or a short task to prepare for the following lesson. These tasks enhance and consolidate pupil learning, and develop the kind of learning habits and routines that will prepare students for A-levels or other further study.

### Prep tasks may include:

- ◆ Mathematical investigations
- ◆ Memorisation of key vocabulary or mathematical facts
- ◆ Research
- ◆ Exam questions
- ◆ Practice of a mathematical skill

## Stretching Students

We expect all students to 'stretch' themselves in mathematics so that they can realise their potential. Our curriculum is differentiated into 3 tiers (core, higher and advanced) and each tier has differentiated lesson outcomes to ensure that all students are stretched, regardless of their ability. Exceptional mathematicians may be invited to take part in the national UK Mathematics Challenge (UKMT) – an annual competition for the most able mathematicians.

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# SCIENCE

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## General Introduction

William Perkin CofE High School is a Science college. Consequently, Science is at the heart of students' studies.

Throughout the Science courses delivered at William Perkin, students learn the following key concepts which underpin the study of the subject and how science works:

- ◆ Using scientific ideas and models to **explain phenomena** and developing them creatively to **generate and test theories**.
- ◆ Critically **analysing** and **evaluating evidence** from observations and experiments.
- ◆ Examining the **ethical** and **moral** implications of using and applying science.



## KS3 Overview:

In KS3, students learn a different biology, chemistry and physics topic each term.

The Year 7 course is divided into the following modules:

- ◆ Biology: Organs and Healthy living, Reproduction, Ecology
- ◆ Chemistry: Matter, Geology, Acids and bases
- ◆ Physics: Energy and Forces, Space, Light and Sound

The Year 8 course is divided into the following modules:

- ◆ Biology: Microbiology, Genetics, Organic energy
- ◆ Chemistry: Periodic table, Chemical reactions, Energy resources
- ◆ Physics: Electricity and magnetism, Heating and cooling, motion

## KS4 Overview

Students begin their GCSE studies in Year 9. We follow the EDEXCEL GCSE science course.

- ◆ The highest achieving students study triple science (3 GCSEs)
- ◆ Most students study Combined Science (2 GCSEs)

The curriculum has been designed to teach students about Science in the real world and includes a strong emphasis on practical and experimental skills.

## Assessment

Students sit a test each term. These are designed to secure students' knowledge and prepare them for the revision and exam skills that will become vital throughout their schooling. Students are also carefully monitored regularly through prep tasks, longer homework tasks and informal assessment opportunities.



## Lesson Prep

It will be expected that students complete a short (15mins) prep task following each science lesson. This is designed to both secure knowledge from that lesson and prepare them for their next lesson.

## Stretching Students

Students are encouraged to extend their learning by making the most of a number of extra-curricular activities in Science:

- ◆ The Elite Scientist programme is designed to enable our most able KS3 students to carry out projects with top scientists from universities or industry.
- ◆ The Future Scientist programme enables our KS4 students to gain experiences and knowledge that will help them in the future. This is aimed at students who wish to pursue science related careers. This includes trips, lectures and science related work experience.
- ◆ At sixth form, we run medical and engineering scholars programmes for our most able students. These are designed to help these students gain the experiences that they require to be accepted into the top universities for the top courses.
- ◆ All students study 'applied science' alongside their normal curriculum lessons to help them understand the applications and implications of science in the real world.
- ◆ Students are encouraged to attend science club, trips, competitions and a variety of other activities throughout the school year.



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## MODERN FOREIGN LANGUAGES & LATIN

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### General Introduction

With a number of different languages on offer in the curriculum, the Languages Specialism shared by William Perkin is cutting edge in its teaching and learning approach. This outstanding provision is enhanced by a full and varied portfolio of extra-curricular visits and exchanges. We currently run a trip to Normandy for Year 8, a trip to Madrid and the Rhineland in Year 9, a joint History trip to Berlin, and an immersive trip to France and Spain in Year 10. We aim for every child to have had the opportunity to go abroad at some point in their school career.

### KS3 Overview

All Year 7 students at William Perkin study French four times a week. In Year 8 some students will then become triple linguists, adding German or Spanish to their timetable. Our strongest students are given the opportunity to also study Latin as an after school elective.

In Year 7, students learn to introduce themselves, to talk about where they live, their school, their free time and holidays. They will develop their skills in Listening, Reading, Writing and Speaking, as well as establishing a deeper understanding of grammatical patterns.

In Year 8, students begin to study units with a cultural focus including studying Francophone culture around the world. They also learn to talk about new technologies, food and drink and the world of work.

### KS4 & KS5 Overview

At William Perkin, we aim for as many students as possible to study languages to GCSE. Language options at GCSE include French, Spanish, German and Latin with some students choosing to study multiple languages. At GCSE, students study their main language every day, following the AQA GCSE course (OCR for Latin) which involves the three broad topics of identity and culture, local and international areas of interest and future study and employment. We offer French, German and Spanish at A level and every year lots of students choose to take a language as part of their A level courses.

### Assessment

Students are assessed at quarterly points throughout the year. They are assessed in Listening, Reading, Speaking and Writing. For Latin, students will receive one assessment per Quarter in comprehension and translation.



### Lesson Prep & Homework

William Perkin CofE High School encourages all students to take responsibility for their own progress. Students are expected to complete preparation tasks before each lesson which help consolidate learning and prepare for the next lesson. In addition to lesson preparation after every lesson, students will receive assessed homework tasks each half term which will either be centred around the four key language skills or will be focussed on encouraging memorisation or grammatical understanding. Students will be set weekly vocab learning on online software.

### Stretching Students

The Twyford Trust's close links with partner schools in the target language countries ensure that there is a rich and varied range of extra-curricular opportunities available for students. Teachers are passionate about the target languages and cultures, and there is a range of regular extracurricular activities as well as the formalised visits and exchanges. Extended Electives in Languages include Foreign Language Media (Music, Poetry, Film, Literature, Art) and Wider Languages outside the curriculum. Students also have the opportunity to be one of the MFL reps who help to run whole-school language events or, in Year 10, to join the future linguist programme which helps build the CVs of gifted linguists.

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# RELIGIOUS EDUCATION

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## General Introduction

As a Church of England High School, Religious Education will play a vital role in everyday school life. Our aim is to provide all pupils with a forum for discussion and debate on a range of religious matters, whatever their personal opinions or background. RE will inform and educate pupils on the key beliefs and teachings of the six major world religions, whilst also providing a forum to raise questions. In today's society, religious matters are often making headlines for both good and bad reasons. Religious Education is extremely important as it allows the pupils to understand and analyse religious and other opinions, whilst also forming their own spiritual identity.

## KS3 Overview

In KS3, pupils will come to understand the importance of Religious Education as a distinct subject within the school curriculum. They will learn the skills of discussion and debate within a classroom, as well as the necessity of understanding the reasons for different religious beliefs and values. It is these skills that will consistently be useful as they engage with challenging topics throughout the school and provide a strong grounding for the GCSE.

The Year 7 curriculum is divided into 3 units: Introduction to Judaism (including a short introduction to RE); The Life of Jesus; and Introduction to Islam. In Year 8, the focus moves to the Eastern Religions, studying: Introduction to Hinduism; Introduction to Sikhism; and an Introduction to Buddhism.

## KS4 Overview

Pupils will be following the AQA GCSE Religious Studies course, with a focus on Christianity and Islam. Over the course of 3 years they will study Christian and Muslim beliefs in depth, as well as looking at how religious beliefs impact ethical issues and themes in modern living. Themes include: Relationships and Families; War, Conflict and Peace; Crime and Punishment; and the Existence of God and Revelation.

## Assessment

Pupils will be assessed at the end of each of unit of learning. At KS3 these assessments will be in the form of short tests, which are designed to secure pupils' knowledge and prepare them for the revision and exam skills that will be vital throughout their schooling. At KS4 the assessments will mirror the GCSE exam model. In addition to this, all pupils will receive assessed homework, which will allow us to monitor pupil progress and identify areas of strength and weakness. All assessments will be marked according to GCSE grading criteria, which will be made available and understandable to all pupils.



## Lesson Prep & Homework

Pupils will be set a short prep task after each lesson. These are designed to consolidate skills and learning from the previous lesson, or to prepare for the following lessons. As well as allowing pupils to progress to the best of their abilities, these tasks also develop learning habits that will be essential for future study. Once per unit, pupils will be given a longer homework task that forms part of the assessment cycle.

Alongside these tasks pupils are encouraged to be proactive in their independent learning. Religious topics are regularly debated in the media and pupils should look to read and discuss these articles with friends and family.

## Stretching Students

At KS3, the department runs trips to places of worship linked to the curriculum, currently visiting a Synagogue in Year 7 and a Mandir in Year 8. These trips extend the pupils' learning beyond the classroom and allow them to see the relevance of their studies in the local community and wider world. Homework projects also provide an opportunity for students to go above and beyond and to stretch themselves.

At KS4, we invite in visitors from local faith communities and organisations, to speak to students, creating an additional forum for the discussion and exploration of religious issues outside the classroom. This facilitates and supports their understanding of the religious issues studied as part of the GCSE course.

At KS5 we hold a series of lectures designed to increase students' breadth and scope of religious knowledge. All lectures are attended by students studying Religion, Philosophy and Ethics, a number are also accessible to the wider Sixth Form community.



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# HISTORY

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## General Introduction

The stretching History curriculum offered at William Perkin will be one that equips the students with a core of historical knowledge which enables them to place themselves and their communities in wider context. It will also impart a number of central skills which are applicable in History and beyond: analysis, interpretation, enquiry and communication.

History is an exciting subject which students have often studied in miniature at primary school, sometimes through project work on topics like 'The Tudors' or 'The Victorians'. However, in Year 7 students will be challenged to study History as an academic discipline in its own right and it will appeal to all students, irrespective of background or ability.

## KS3 Overview

Students at KS3 will begin their study of History by looking at the core skills a historian needs to be equipped with to be successful in History., through a study of the Aksumite Empire They will then commence a study of events dating from 1066 to Victorian Britain, encompassing topics such as the Battle of Hastings, the Crusades, the British Empire and the Cold War. This is all taught using the key assessment objectives and skills needed to be successful further along in the school.

## KS4 Overview

In the spring of Year 9 students begin their GCSE course. In the months preceding this students are taught GCSE skills in units on the Holocaust and Britain in the 1950s—1970s, with a depth study on the extent to which Britain was multicultural by 1970. The GCSE units taught at KS4 include the Cold War, Elizabethan England, Health and the People and a depth study of America between the years 1920—1973. A range has been chosen to appeal to all.

## Lesson Prep & Homework

It is expected that to develop as historians, students will do either a short lesson preparation task or a longer piece of homework in readiness for the following lesson. The lesson preparation and homework tasks have been carefully designed to develop students' independence and



enthusiasm for the subject as well as forming an essential part of their curriculum experience. These habits of independent learning will foster a desire to learn about History more widely and this will produce excellent future GCSE or A-level historians.

Lesson preparation and homework tasks vary but they could include:

- ◆ Preparing a list of 5 key dates on a topic
- ◆ Learning a list of spellings/definitions
- ◆ Completing a quiz in advance of the following lesson
- ◆ Writing a paragraph justifying a viewpoint
- ◆ Preparing for a debate
- ◆ Writing a newspaper article on a topic
- ◆ Watching a video clip and preparing notes on key questions for the following lesson.

### Stretching Students

There are plenty of opportunities for students to get involved with extended learning during the year. The Family History project (photos above) and Battle of Hastings re-enactments, all prepared outside class, allow students to delve deeply into the topics and many choose, for example, to visit museums and castles as part of their research. We are expanding our extra-curricular trips each year, currently Year 9 visit Ypres in Belgium to see the sites of First World War and Year 10 visit Berlin. In activities week, the History department offers visits to Warwick Castle, Hampton Court Palace and the Imperial War Museum.

Students will be pointed in the direction of a range of History books as well as the programmes on television that they might want to look out for. There are a number of excellent learning resources provided on the internet for students, of which the best websites are:

- |  |  |
|--|--|
| ◆ <a href="http://www.bbc.co.uk/history/forkids">www.bbc.co.uk/history/forkids</a> | ◆ <a href="http://www.SchoolHistory.co.uk">www.SchoolHistory.co.uk</a> |
| ◆ <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>               | ◆ <a href="http://www.Historyonthenet.com">www.Historyonthenet.com</a> |

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# GEOGRAPHY

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## General Introduction

In our ever-changing world, it is a useful skill to be able to understand the processes and events happening around us. Geography enables students to make sense of how our planet affects us, but also the positive and negative impacts that we have on it in return. With elements of both the arts and the sciences, Geography is a subject that explores many of the key themes that are constantly in the news. In a time of climate change, fights for natural resources, and the challenges around developing renewable energy, Geography has never been so relevant nor had such an important part to play in enabling the next generation to cope with these pressures.

## KS3 Overview

Our KS3 curriculum is designed to give students an insight into the core knowledge and skills required to succeed in Geography whilst featuring both human and physical geography elements. Students will study units about local geography and UK geography, followed by units about 'Global People', 'Amazing Africa', 'Ecosystems', 'Weather and Climate' and 'Natural Hazards Facing our Planet.' As part of these units, students will undertake a mixture of individual, paired and group work tasks and include activities such as debates, modelling, GIS and group presentations. Students will undertake three investigations or pieces of fieldwork in Years 7 and Year 8.

## KS4 Overview

At William Perkin, we follow the Edexcel A GCSE Specification. Students will study physical geography (including rivers, coasts, ecosystems, weather hazards and climate change) and human geography (resource management, global development and changing cities). They also study contemporary geographical issues in the UK and undertake two pieces of fieldwork. There are three examinations, one covering the physical geography topics, another covering the human geography topics and a third which covers the fieldwork and investigation aspects of the course.

## Assessment

Students are formally assessed throughout the year. Typically students will complete one piece of assessed homework during the unit and one exam at the end of each unit. Assessed homework may take the form of an essay, newspaper report or presentation. A grade, a praise comment and a focused target will be provided by the teacher and will be recorded on a progress tracker in students' books, so they are always clear about their next steps for improvement.





Photo: Geography field trip to Southwold

### Lesson Prep and Homework

Every lesson, students will have a piece of prep which will take a maximum of 15 minutes. This could be making a flashcard to summarise that days learning, learning some key words, reading an article, answering a few short questions or completing a quiz online. Prep is a vital instrument in improving time management skills and getting students to engage with events happening in the world around them. Homework is a longer piece of work that should take students 45 minutes to complete—there is one homework per unit. Pieces of work are marked using a mixture of formal assessment, peer, self and teacher feedback.

### Stretching Students

We show geography-related films and documentaries at lunchtime and also have a 'Worldwise Quiz' team which competes with other Geography students in the Trust. Every two years during 'Geography Week' students take part in workshops and a wide range of exciting activities and competitions are held at break and lunch. Every two years, we run a trip to Edinburgh for KS3 students, to explore the city's human and physical geography, such as Arthur's Seat (an extinct volcano), the Dynamic Earth museum and learning about how Edinburgh has developed as a settlement. The Geography department also runs a number of trips to allow students to experience 'Geography in action' such as trips to Kew Gardens.

## THE CREATIVITY & CURIOSITY CURRICULUM

At William Perkin, all students in Years 7 and 8 focus on the core English Baccalaureate subjects in the focused morning curriculum. In addition to this, all students undertake elective sessions in the longer afternoon session. We have named this curriculum The Creativity and Curiosity Curriculum.

This curriculum is designed to:

- ◆ Ensure the curriculum is broad and balanced
- ◆ Develop wider thinking skills and creative applications (also embedded in the core curriculum)
- ◆ Develop intellectual confidence, investigation and risk taking
- ◆ Provide students with the opportunity to develop work based, applied learning skills.

The key creative areas that make up the creativity and curiosity curriculum are:

- ◆ Music
- ◆ Art, Design and Textiles
- ◆ Applied Science
- ◆ Computing
- ◆ Sport
- ◆ Drama



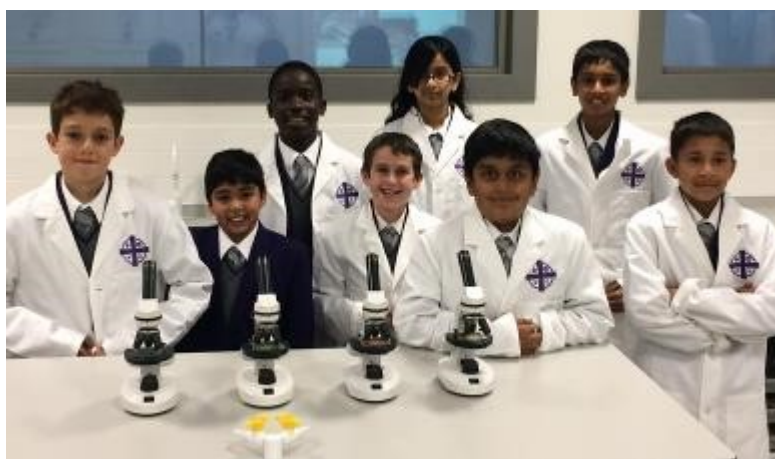
## APPLIED SCIENCE

As a science college we have developed an additional science programme. The William Perkin Science Creativity and Curiosity programme is designed to stimulate students to apply the formal intellectual disciplines with their formal curriculum subjects. Through the programme we will inspire and develop students with a better understating of the following areas:

- ◆ Science in Context
- ◆ The practical skills utilised in the Scientific Industry
- ◆ Examining the ethical and moral implications of using and applying science
- ◆ Analysing and evaluating evidence from observations and experiments
- ◆ Careers in Science

Students will complete units including the following:

- ◆ Tackling world health
- ◆ The science of cookery
- ◆ Science in sport
- ◆ Ecology
- ◆ Drugs



# MUSIC

## General Introduction:

The focus is built around practical music, with all students learning how to play a musical instrument, learning how to sing together, and (in Year 8) using music technology to explore the creative process involved in writing and performing music. During these sessions, students develop their ability to listen critically to the music they are playing, to music performed by others and, most importantly, to each other. Music is taught in two sessions: in the first session, students are taught as an ensemble of fifteen stringed or keyboard instruments and, in the second session, they come together to sing as one large choir, covering a range of songs from Gospel, West End Musicals and Classical music.

We believe that these sessions demonstrate our commitment to providing an innovative approach to music teaching which takes the best elements of whole class instrumental teaching and builds on it to ensure that every child develops the high level of musical skill, knowledge and empathy that comes from learning to play music as part of an ensemble.

We have a wealth of wider learning opportunities for students in year 7 , including a choir, string ensemble, guitar club, keyboard club, wind and brass band and djembe club.



## Year 7 Overview:

**Term One: Instruments of the Orchestra** – Students will develop their note-reading and ensemble performing skills through using their instrument to perform music from Dvorak's *New World Symphony*. In singing sessions, students will learn repertoire linked to Communion and the school Carol Service as well as songs written in a Western Classical style.

**Term Two: Film Music** – Students will explore how different musical elements are used to depict characters or themes in film music through performance, analysis and composition. In singing sessions, students will prepare and present a musical production of *Joseph and His Technicolor Dreamcoat*.

**Term Three: Music for Celebration** – Students will study works by Elbow, Handel and Beethoven in order to learn about different approaches to composing celebratory music. Their instrumental studies will culminate in a whole-year 'orchestral' playing Beethoven's *Ode to Joy*. In singing, students will develop their understanding of songs in a range of styles from around the world.

## KS4 Overview:

The music department offers students the opportunity to study Music at GCSE level. The course we follow is that developed and assessed by AQA.

## Assessment:

As part of their induction, we will identify your child's level of playing experience in order to place them in the appropriate ensemble. At the end of each term, your child will be given two grades:

- ◆ Practical musicianship – a summary of the marks achieved through performing as a soloist, an ensemble performer, and as a composer
- ◆ Listening and Analysis – a summary of the marks achieved through listening and terminology tests

## Extended Learning

In addition to learning an instrument as part of the music curriculum, there will be many opportunities for your child to extend their musical learning further:

- ◆ Joining the School Choir
- ◆ Ensembles outside lessons for those making exceptionally good progress
- ◆ Invitation to join the William Perkin Orchestra
- ◆ Music Tech club
- ◆ Opportunities to join the Training Strings and the Concert Band
- ◆ Individual and small group instrumental lessons
- ◆ ABRSM aural and theory training

## Independent Learning

It is our expectation that all students will continue their learning outside the classroom and so students will keep a musical learning workbook updated with records of their progress in and out of lessons. They will also be expected to develop their knowledge of music theory and prepare for the end of term listening exam. Students may wish to hire a musical instrument from Ealing Music Service so that they can continue their practice outside school.





# COMPUTING

## General Introduction

At William Perkin, we give the students the opportunity to develop computational thinking skills to get an understanding of how computer systems work as well as how to solve problems. Students are taught about the digital world ensuring that they are computer literate, able to communicate safely digitally (an essential skill in this age of technology) as well as having an understanding of the key principles of how computers and networks work. This knowledge is put to use through programming which takes that understanding to the next level.

## KS3 Overview

In Years 7 and 8, students are given the opportunity to explore the world of Computer Science and programming through various tools with each year building on their skills from the previous year. This means the students explore a range of programming software, including the BBC Microbit & Python (a key programming language used in industry). We also offer a range of wider learning opportunities for the students after school which includes a highly popular Retro computing club that enables students to enhance their computing skills outside the curriculum.

## KS4 Overview

We start the Computer Science GCSE in Year 9 in order to best prepare the students and to give them an insight into what will be covered in Years 10 and 11. The Computer Science GCSE enables students to work with real-world, practical programming techniques and problems that give them a good understanding of what makes technology work. We also build on the principles of Computer Science learnt in KS3 by delving into topics in greater depth.

We also offer a second path, of Information Technology, which focuses more on the skills required to plan and manage projects, in particular in the IT industry, looking at different planning tools as well as the Project Life Cycle and the relevant laws.



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## SPORT

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**General Introduction:** PE and Games lessons at William Perkin take place in the afternoons as Core Electives (a double period) and Extended Electives (after-school sessions). This allows enough time for students to fully engage with competitive matches. Specific skills are taught and students learn how to adapt these skills into game situations.

**Core Electives:** Students take part in a variety of core sports such as Football, Netball, Rugby, Dance, Cricket, Rounders and Athletics.

**Extended Electives:** After school students are offered a wide range of activities as well as the main stream team sport practices. Examples include Table Tennis, Volleyball, Badminton & Self-Defence



**Fixtures:** Football (Boy's and Girl's), Cross Country, Netball, Cricket, Rugby, Badminton, Basketball, Indoor and Outdoor Athletics, Rounders and more to come!

**GCSE PE:** This is a very popular course at William Perkin. Students choosing PE as an option in Year 10 get to study all things sport and are assessed on their practical performance in 3 sports. Anatomy and physiology; movement analysis; health, fitness and well being; sport psychology and socio-cultural influences are the key topics of this course.

**Community Use:** The amazing sports facilities at William Perkin are open to the community so please do get in touch with the school office for more details.

# ART, DESIGN AND TEXTILES



## General Introduction

In Art and Design, students will work with traditional and new media to develop confidence, competence, imagination and creativity. The study of artists and designers is strongly embedded in the curriculum and students will learn to appreciate and value images and artefacts across times and cultures and they will understand the contexts in which they were made. Students reflect critically on their own and other people's work; they learn to think and act as artists, craftspeople and designers, working creatively and intelligently. Multi-stage projects, deadlines which cover several weeks of work at a time, and open ended outcomes all encourage students to act independently and take responsibility for their own progress – functional skills that are critical to successful adult life.

## KS3 Overview

Students will study 3 projects throughout the year which will give them the opportunity to experience a range of disciplines which include Fine Art, Textiles, Ceramics and Graphics. Students will receive a 15-minute lesson prep task every lesson. This is for them to practise what they've learnt or prepare them for their next lesson. Students will also receive 1 extended homework essay per project. Students are assessed on their artist analysis essays (50%) and sketchbook with final outcome (50%).

## KS4 Overview

Students can choose to either specialise in Art or Textiles. Both disciplines produce 2 coursework units over Year 10 and Year 11 (worth 60%), and 1 exam unit (worth 40%). They will be assessed on 4 areas, artist analysis, experimentation, drawing and final outcomes, all with equal weighting. Once the title of their project is given, students are then encouraged to explore the topic in more depth and to build on their creative skills through learning and doing. It is important for students at this level to explore their own interests in ways that are both personally relevant and developmental in nature.

## Stretching Students

It is our expectation that all students will continue their learning outside the classroom. Students are welcome to use the art rooms at lunch and after school. There are several art clubs including designing and making of costumes for the school play, as well as plenty of exciting Art competitions throughout the year. For high achieving students who have chosen Art or Textiles GCSE, they can also get involved in the 'Futures Programme'.





# DRAMA



## General Introduction

The Drama curriculum at William Perkin encourages students to work creatively and collaboratively to create meaningful and powerful performances. Each year group studies at least one play text, creates their own devised performance from a set stimulus and learns how to critically evaluate their own creative processes and final performances. Students consistently work on their physical and vocal skills as well as their confidence and learn how to give helpful and constructive verbal feedback to their peers.

## KS3 Overview

In Years 7 and 8, students study the plays 'Oliver Twist' and 'Noughts and Crosses'. Students study the overall plot of each play before focussing on integral characters and scenes which are then performed for assessment. Students also create their own original performances based on verbatim theatre, poetry, dream/nightmare worlds and physical theatre. These performances are created entirely by the students using different stories, images, poems and music as a starting point.

## KS4 Overview

In KS4, students study and perform key scenes from various plays including 'Two', 'DNA', 'The Crucible' and 'A Midsummer Night's Dream'. Students also create their own original performances based on a wide variety of stimuli and their own independent research. Students also get to attend live theatre performances which not only motivates them to become better performers and inspires more imaginative and creative ideas, but also allows them to practise their critical and analytical skills.

## Stretching Students

Each year, all William Perkin students have the opportunity to get involved in the whole school production. This opens up opportunities for all students to become actors, stage managers, costume designers or theatre technicians. Previous productions included 'Little Shop of Horrors', 'The Lion, the Witch and the Wardrobe', 'We Will Rock You' and 'Grease'.



## SEN & THE ARC

### How do we support our students at William Perkin?

All students in Year 7 are given a numeracy, reading and spelling test so that we can establish which students are in need of extra support for numeracy and literacy. In addition to ensuring that students with Educational Health Care Plans (EHCPs) have individualised programmes which match the requirements identified in students' EHC Plans and Annual Reviews, the school also has a clear policy of early intervention targeted at Years 7 and 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disengaged in school. This is implemented through the Literacy programme to develop reading comprehension and writing, which aims to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9. In KS4, we offer tailored intervention and support with Study skills and Life skills programmes.

### Types of Support

Students are supported according to their needs. This may be as follows:

- ◆ ARC - Additionally Resourced Provision for students with EHC plans for Autism.
- ◆ External agencies such as Speech & Language Therapy, Occupational Therapy and Educational Psychology
- ◆ Supported mainstream offer, for example in-class support
- ◆ KS3 Literacy
- ◆ Independent study skills
- ◆ Small group specialist teaching
- ◆ Cooking
- ◆ 1:1 interventions
- ◆ School Counsellor
- ◆ Mentoring



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## INCLUSION: THE CHORD

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### Introduction

The Chord is an Inclusion department which supports students with a range of different needs. The department consists of the following members of staff:

Miss R Dar– Head of Inclusion & Intervention

Mr M Chanda– Lead mentor

Mr B Shrimpton– Learning mentor

The purpose of The Chord is to support vulnerable and disadvantaged students to make the same progress and progression as their counterparts, as well as being a safe space for all to access if needed.

### Types of support

Students are supported according to their needs. This may be as follows:

- One to one mentoring
- Group mentoring
- Resilience support
- English and Maths tutoring
- Alternative Pathways support for Key Stage 4
- Life Skills education programme
- Cultural Studies education programme
- Wider Learning opportunities (e.g. boxing)

Students can also be given time to reflect in this space, away from their peers.

Additionally, the Chord works closely with a range of external agencies to provide therapy and mentoring support where needed.



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## COLLECTIVE WORSHIP

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Collective Worship at William Perkin is at the heart of our community. We gather daily in either assemblies or tutor groups and re-collect ourselves before God each day. Our worship engages students by making them think about the richness and opportunities in the relationships around them, as well as in our globalised world in all its dimensions: physical, social, intellectual and spiritual. These times of reflection offer the opportunity to see the world as one which has been lovingly and purposefully made and to reflect on our capacity to be agents for good.

Collecting students together is key to forming our school community. We believe that all students have spiritual gifts to contribute and every student's participation is expected: students enter to music played by their peers; the opening and closing parts of the assembly are led by fellow students, emphasising that they are collected together as one body to be still, listen and reflect. Recollection and silence are key signatures in our worship. These help students to become self-aware and calm and support their learning. Most of all we will expect to cultivate a communal way of being which is about being open-minded and fully engaged, grateful for opportunity with a focus on doing and being good. Our acts of Worship will help us understand and acknowledge our human weaknesses and be open to improvement.

With an attitude of respect for and a desire to understand difference, students at William Perkin will be offered the opportunity to think about some of the great stories that are part of a common Western Heritage. Stories like the Good Samaritan, the Prodigal Son, the life of Joseph and the Promise of the rainbow have meanings of universal importance. Our programme is firmly rooted in the Christian tradition and students coming to the school will have this as a foundation of learning which will enable them to relate more actively to the stories and traditions of other faiths. The expertise we bring as a Church of England school gives us a clear moral framework and simple liturgies which will keep the community firmly rooted in a Christian structure, also honouring each individual's tradition and conviction.



When not gathered together as a year group, students' morning Collect will be with their tutors. Students will be asked to read a text or story that is set for a week and reflect on its meaning in one tutor time; in the remaining tutor times there will be material delivered as part of a Civics programme, followed by a short period of silent reflection, framed by responses and a daily text or image. Once a term we hold a Holy Communion service for all students within the year group. While these are distinctively Anglican the structure of the service is mindful of other faith groups and those without the language of faith. There is also a form communion once a year for year 7 which gives the students an opportunity to understand the practice of Holy communion.

## ADMISSIONS & HOW TO APPLY

### Admission Number

- B) 20 places for children showing an aptitude for language. Places will be allocated in order of ranked assessment score.
- C) Children with a sibling already on-roll at the Academy who will be on-roll when the child is admitted.
- D) Children attending The Edward Betham Church of England Primary School for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- E) Children attending Horsenden Primary School for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- F) Children for whom William Perkin Church of England High School is the nearest maintained high school or academy.
- G) Other children, with priority given to those living closest to the school.

### Process of Application

- ◆ Applications for the 20 Language Scholarship places should be made by completing the Language Scholarship Application Form on the school website. Parents **must** also fill in their local authority's Common Application Form.
- ◆ Arrangements for applications for the remaining 180 places will be made solely in accordance with the Local Authority's co-ordinated admission arrangements and should be made on the pan-London Common Application Form. **Kindly note that we do not have a separate or supplementary application form — simply list William Perkin as one of your six preferences on your Local Authority's Common Application Form.**
- ◆ The Academy Trust will use Ealing Council's timetable for applications each year, which fits in with the timetable for the co-ordination of admission arrangements within London. **The application deadline is Sunday 31<sup>st</sup> October 2021.**

The full Admissions Policy can be found on our website: [www.williamperkin.org.uk/admissions](http://www.williamperkin.org.uk/admissions)  
admission number of 200 students. Of the 200 places available:

- ◆ 20 are designated as Language Scholarship places
- ◆ 180 are designated to criteria a, c, d, e, f & g as set out above

After admitting pupils with statements of Special Educational Needs or an Education, Health and Care Plan, where the Academy is named, the oversubscription criteria will be applied in the following order:

- A) Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order, including children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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## LANGUAGE SCHOLARSHIP PLACES

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20 places within William Perkin CofE High School will be made available each year for students applying for a place in Year 7 and with an identified natural aptitude for Language. The application process is designed to test a child's **natural language and linguistic aptitude not their prior knowledge**. As such, a child can be awarded a Language Scholarship place based on lingual aptitude, irrespective of any prior tuition.

### How to Apply:

- 1) Apply to William Perkin CofE High School in accordance with the Local Authority's co-ordinated admission arrangements using the pan-London Common Application Form.
- 2) Complete the Language Scholarship application form on the school website.
- 3) All Language Scholarship applicants will complete a language and linguistic aptitude assessment.
- 4) Your child's assessment score will be issued together with their ranked position on the Language Scholarship List. Whether your child is offered a place in March 2022 will depend upon your ranked position for a Language Scholarship place at the time of offers being made as well as yours and others applications order of preference on the pan-London Common Application Form.
- 5) Students who are not offered a Language Scholarship place in March 2022 will be placed on a Language Scholarship Waiting List, ranked according to their assessment score. If a Language Scholarship place becomes available it will be offered to the applicant who is highest on the waiting list. **Unsuccessful applications will still be considered for a non-Language Scholarship place at the school by completing the Local Authority's pan-London Common Application Form.**

### Successful Language Scholars will be expected to:

- 1) Become dual-linguists at GCSE Level and make outstanding progress across the four disciplines of reading, writing, listening and speaking.
- 2) Engage fully in the Language College by participating in foreign trips and exchange programmes and hosting exchange students.
- 3) Make an active contribution to the Language College community through commitment to the Language College's extra-curricular programme, including Extended Electives in further languages.

### Language Scholarship Key Dates for Entry into Year 7 in September 2022:

Stage	Date
Application Deadline	Friday 1st October 2021 at 12 noon
Assessment Day	Tuesday 5th October 2021 at 4.00pm at Ada Lovelace CofE High School
Results Day	Friday 15th October 2021 (results will be sent via email after 4.00pm)

*For further information on the Language Scholarship or Admissions in general, please visit our school*





# William Perkin

## C<sup>of</sup>E

### High School

**WILLIAM PERKIN CofE HIGH SCHOOL**

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