



AVANTI HOUSE

Excellence · Virtue · Devotion

2019-2020

Programmes of Study

Key Stage 3

Avanti exists to help each person become a well-rounded human being through intellectual, personal and spiritual growth, and so make the world a better place.

1 Vision and Values

Avanti House students achieve personal fulfilment through being responsible, spiritually rooted, and highly skilled individuals well prepared to pursue their ambitions for happy and dynamic lives. The three key Avanti principles of educational excellence, character formation, and spiritual insight are at the heart of our ambition and vision for our pupils and all that we aspire for them. These principles permeate every aspect of life in Avanti schools. The school curriculum is taught in an enriching and inclusive learning environment that supports the diverse needs of all pupils. Our ethos seeks to teach habits of mind – promoting curiosity, engendering intellectual rigour and independence of thought, reflective learning and flexible thinking as basic requirements for developing open minds capable of reaching balanced judgements.

The Key Stage 3 curriculum is based on the expectations built into the National Curriculum with a special place given to the development of spiritual consciousness, the teaching of philosophy, religion and ethics; performing arts and mathematics. We offer a curriculum that is broad and balanced, and incorporates experience of linguistics; scientific; technological; human; social, moral, cultural and spiritual; physical, aesthetic and creative education. It encapsulates all planned and incidental learning that we organise to promote academic success, personal reflection and growth and a social conscience. These attributes make our pupils highly skilled, well-educated, confident, broad-minded and responsible British citizens capable of making a valuable contribution to the diverse democratic society of modern Britain.

2 Principles for curriculum organisation

- The curriculum as a whole is designed to promote knowledge and skills and engender excitement about learning amongst pupils. Our schools' curriculum will nurture highly aspirational, confident, independent, expert learners who both realise fully their academic potential whilst also developing them as individual members of society with attributes of social responsibility and enterprise alongside other life skills.
- The schools values framework – Respect, Integrity, Courage, Empathy, Gratitude and Self-Discipline – will be thoroughly embedded in the curriculum most notably in PRE, collective worship and PHSE. As a framework it will comfortably align to and be seen as an expression of the Universal nature of the four fundamental British Values. The Chaitanya tradition of Gaudiya Bhakti Hinduism will be the bedrock of school ethos, pupils' personal development and spiritual explorations.
- Our school offers a broad, balanced and challenging curriculum centred on the academic rigour of the English Baccalaureate with specialisms in mathematics and the performing arts. Within this context, the curriculum will be tailored to meet the more specific needs of a given pupil intake and groups within it.
- There will be a high degree of personalisation of learning and curriculum for all pupils, but particularly so for the disadvantaged and the more vulnerable pupils to secure consistently good or better progress for them.
- Aspirational target setting will be the norm for all students. Targets for pupils' progress and value added will be set for the very highest achievement across the curriculum to secure progress and attainment typical of schools at least in the top 10 to 20% of similar schools nationally.

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ENGLISH

OVERVIEW OF COURSE

In Years 7 to 9, we focus on cementing a strong foundation in preparation for the GCSE curriculum in Years 10 and 11. Our aim is to embed key skills, including:

- critical analysis of texts;
- exploring the methods and techniques the writer employs to create meaning;
- how to structure writing in response to a question;
- how to develop creative writing, including narrative, description, speeches, letters, etc.
- understanding how to express personal viewpoints effectively and with clarity in writing, as well as speaking.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Topic – ‘Journeys’ Short stories from the early English canon, Greek and Hindu myths and legends	Topic – ‘Children: Past and Present’ <i>I am Malala</i> , by Malala Yousafzai Extracts from <i>Dreams from My Father</i> , by Barack Obama <i>Children from Willesden Lane</i> , by Mona Kolabek	<i>Of Mice and Men</i> , by John Steinbeck American Short Story Anthology
Autumn 2	Topic – ‘Journeys’ <i>A Christmas Carol</i> , by Charles Dickens Biblical Stories and Parables	Topic – ‘Children: Past and Present’ AQA Extracts – 19 th Century Literature <i>Alice in Wonderland</i> , by Lewis Carroll	Gothic Short Stories Language Paper 2, Question 5 skills
Spring 1	Topic – ‘Outsiders in Society’ <i>Frankenstein</i> , playscript based on the novel by Mary Shelley <i>Skellig</i> , by David Almond	Topic – ‘Power & Conflict’ <i>Animal Farm</i> , by George Orwell Famous Speeches Anthology (Language Paper 2, Question 5 skills)	<i>The Outsiders</i> , by S.E. Hinton
Spring 2	Topic – ‘Outsiders in Society’ Non-fiction extracts related to the topic Speaking and Listening Unit	Topic – ‘Power & Conflict’ Poetry anthology <i>The Merchant of Venice</i> , by William Shakespeare	War and Conflict Poetry Descriptive Writing
Summer 1	Topic – ‘Natural and Supernatural’ Poetry anthology relating to nature	Topic – ‘Love and Relationships’ Poetry Anthology	
Summer 2	Topic – ‘Natural and Supernatural’ <i>A Midsummer Nights Dream</i> and <i>The Tempest</i> , by William Shakespeare Descriptive Writing Shakespeare Festival in Collaboration with Drama/Art/Music/Dance departments	Topic – ‘Love and Relationships’ <i>Romeo and Juliet</i> , by William Shakespeare Descriptive Writing Shakespeare Festival in Collaboration with Drama/Art/Music/Dance departments	<i>Julius Caesar</i> and <i>Hamlet</i> , By William Shakespeare

SKILLS / KNOWLEDGE / UNDERSTANDING

English Literature

A01	Read, understand and respond to a text. Use evidence to support your interpretation.
A02	Analyse the methods a writer uses to create meaning.
A03	Understand the relationship between a text and the context in which it was written.
A04	Compare texts and writers' ideas.
A05	Articulate your ideas clearly in an essay form.
A06	Write using accurate spelling, punctuation and grammar.

English Language

Reading:

RA01	Identify and interpret explicit and implicit information and ideas.
RA02	Explain and analyse how writers use language and structure to achieve effects and influence readers, using the correct technical terms.
RA03	Identify and compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
RA04	Evaluate texts and support evaluations with textual references.

Writing:

WA05	<u>Content and organisation:</u> <ol style="list-style-type: none"> Plan and organise ideas to allow a cohesive and coherent whole. Select and adapt use of language and structure to suit purpose, audience and form. Communicate clearly, effectively and imaginatively. Use a range of vocabulary.
WA06	<u>Technical Accuracy:</u> <ol style="list-style-type: none"> Use a range of sentence structures: simple, compound and complex. Write using accurate spelling, punctuation and grammar.

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formative and Summative Assessment
- Tracking of quality of class and homework through books/folders
- Speaking and oral presentations
- Projects
- DIRT time for self and peer marking

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking of targeted extended writing in which the teacher provides formative comments for future improvement which the student is expected to act on.
- Acknowledgment marking, where the teacher concisely marks the piece of work, using specific success criteria, highlighting positive work and addressing major misconceptions.
- Non-written feedback which can take the form of verbal, peer and self assessment.

HOW PARENTS / CARERS CAN HELP

- CGP Books for KS3 English
- YouTube videos on every topic included in the Curriculum Map, how to write an essay, punctuation and grammar, etc.
- Encourage reading newspapers
- Watch the news on television
- Use the suggested reading lists and activities on each unit of work
- The library
- BBC Radio – Download programmes including reading of novels, plays, documentaries, interviews, comedy and satire using the Iplayer Radio App.

EXTRA-CURRICULAR

Book Fair
Trips to see plays (TBD)
Film viewings at school
Shakespeare Festival
Step up to English GCSEs (Year 9 into 10)
Guided Reading groups (Library)

RECOMMENDED READING / OTHER RESOURCES

BBC Bitesize, SparkNotes, GradeSaver, Shmoop, Enotes, The Guardian, The Times, The Independent, The Observer, etc.

MATHEMATICS

OVERVIEW OF COURSE

Mathematics is a core subject. The 3-year course will build and extend students understanding that has been taught at KS2. Mastery skills will be delivered throughout all years to help aid progress. Consolidation of key topics will also be delivered. An outline is shown below.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Using Numbers (Timetables, charts, money, negatives), Sequences (Function machine and Nth term), Perimeter, area and volume	Multiplying, dividing with negative numbers, LCM, HCF, prime factors, powers and roots Geometry (angles in parallel lines, rotations, translations, constructions)	Percentage using a multiplier (simple, increase/decrease, reverse percentages) Equations and Formulae (Brackets, factorising linear and fractions)
Autumn 2	Decimal numbers (\times/\div by powers of 10, estimation, numeracy with decimals) Working with numbers (squares, rounding, BIDMAS, multiplying, dividing, converting units) Statistics (averages, read/interpret diagrams, tallies)	Probability scales, Mutually exclusive events, Sample space, experimental probabilities Calculating percentages, calculating percentage increases and decreases, percentage change The nth term of a sequence, working out the nth term of a sequence, the Fibonacci sequence	Polygons (interior & exterior angles) & tessellation Using Data (scatter-plots, 2-way tables, estimated mean, time-series) Applications of Graphs (Step, Time, Exponential)
Spring 1	Algebra (expressions, substitution, simplifying, formulae) Fractions (equivalent, compare, add, subtract, mixed) Angles (measuring, drawing, angle facts, triangles, quadrilaterals, interior/exterior)	Area of 2D and 3D shapes, Surface area of cuboids) Graphs ($Y=mx+c$, equation of a line, quadratic curves, real life graphs) Simplifying Numbers (\times/\div with powers of 10, round to a given significant figure, standard form)	Pythagoras Theorem Fractions (add, subtract, multiply, divide & simplify) Algebra (Quadratics expanding and factorising)
Spring 2	Coordinates and graphs (Drawing linear equations, real word) Percentages (percent of an amount, increase/decrease) Probability (line, simple, experimental)	Interpret pie charts, calculate angles for pie charts, scatter graph Algebra (write and simplify expressions, multiply out brackets, write algebraic expressions) Congruent shapes, use scales in drawings and maps	Decimal Numbers (Standard form, rounding) Surface Area and Volume of cylinders and prisms.
Summer 1	Symmetry (line, rotational, reflection, tessellation) Equations (solving using balancing) Interpreting Data (pie charts, comparing data, surveys)	Fractions and decimals Proportion, Graphical and algebraic representations of direct proportion,	Solving Equations Graphically (linear, quadratic, cubic, solving sim eqns graphically) Compound Units (speed, distance, time & mass, density, volume)

			Right-angled Triangles (trigonometry)
Summer 2	3-D shapes (naming, isometric drawing, constructing) Ratio (simplifying, sharing, direct ratio)	Circles, calculate circumference and area of a circle Equations and Formulae (Solve equations involving brackets and fractions, solve equations) Grouped frequency tables, interpret grouped frequency, draw grouped frequency diagrams	Revision and GCSE preparation
SKILLS / KNOWLEDGE / UNDERSTANDING			
Students will be expected to retain prior knowledge from previous years. Skills used in previous years will be further developed. Constant practise of topics such as; Number, Algebra, Ratio, Proportion, Rates of Change, Geometry and Statistics will need to be recapped and consolidated. Skills and understanding from KS2 is paramount in the building blocks for Year 7, 8 and 9 and will place students in the advantageous position to achieve beyond their target.			
METHODS OF ASSESSMENT			
<p>We will use a range of assessments:</p> <ul style="list-style-type: none"> Formal tests – PR assessments as set out per school calendar End of topic tests after each topic. <p>We will also use a range of different styles of feedback to students:</p> <ul style="list-style-type: none"> Marking in which the teacher provides formative comments for future improvement which the student is expected to act upon. Non-written feedback which can take the form of verbal, peer and self-assessment. 			
HOW PARENTS / CARERS CAN HELP			
<p>It is requested that parents play a role in their child's home learning. The list outlined suggests a few quick and easy methods, where parents/carers are able to help and support.</p> <ul style="list-style-type: none"> Monitoring of books in terms of their content, presentation and organisational skills Oversee at least 20 mins of their homework sitting by their side. The use of MathsWatch as the MAIN resource for their independent home learning. 			
EXTRA-CURRICULAR			
<p>Year 7 UK Maths Challenge + Lunchtime club (commences from October) Year 8 UK Maths Challenge + Set 1 to carry out the Edexcel Level 2 Algebra exam Year 9 UK Maths Challenge + Lunchtime club (commences from October)</p>			
RECOMMENDED READING / OTHER RESOURCES			
https://vle.mathswatch.co.uk/vle/ (MathsWatch)			

SCIENCE

OVERVIEW OF COURSE

The Key Stage 3 Science curriculum is clearly divided into Biology, Chemistry and Physics units and all students will follow a balanced and broad curriculum. As well as developing our students' knowledge and understanding of scientific theory, our curriculum has integrated working scientifically with a clear focus on literacy and communication that seeks to develop students' confidence in articulating their ideas.

Schemes of work and resources have been developed by specialist teachers within the department and are tailored to meet the needs of all students to ensure each child makes expected levels of progress.

In Year 9, the curriculum increases in difficulty as we stretch the students by delving deeper into the learning surrounding the transitional topics, giving them the best head start before entering their GCSE curriculum in Key Stage 4.

PROGRAMME OF STUDY

Term	Year 7	Year 8
Autumn	Starting Science Energy Transfer Cells and Growth Elements and Periodic Table	Digestion Metals and Non-Metals Electricity Separating Mixtures
Spring	Animal Reproduction Acids and Alkalis Contact Forces Particle Model	Bioenergetics Types of Reaction Motion Chemical Change
Summer	Climate and Earth Resources Classification and Interdependence Magnets and Electromagnetism	Inheritance and Evolution Rates of Reaction Waves Disease and Microbes

Term	Year 9		
	Biology	Chemistry	Physics
Autumn	Inheritance and Evolution Cell Structures and Transport	Atomic Structure The Periodic Table and Relative Formula Mass	Foundation Electricity
Spring	Organisation and Digestive System	Structure and Bonding	Wave Properties Energy Resources
Summer	Organising Plants and Animals Photosynthesis Respiration	Crude oil and Fuels	Electric Circuits Conservation and Dissipation of Energy

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following Knowledge, Application and Investigation Skills (How Science Works):

- AO1 - Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2 - Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3 - Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal assessments at end of each unit
- AO3 Tasks
- Differentiated Tasks – a graded, creative activity
- Differentiated Marking Grids – questions allocated based on individual students' progress

We will also use a range of different styles of feedback to students:

- Bubble Assessment Feedback
- Follow-up questions to stimulate further progress after a Formal Assessment
- Differentiated Marking Grids
- Peer/Self-Assessment opportunities during Differentiated Tasks
- Non-written feedback that can take the form of verbal, peer and self-assessment.

The Formal Assessments (End of Topic Assessments and the End of Year Examination) will contribute to the data published on Progress Reports

All Formal assessments will be kept at School in assessment folders to build archaeology.

HOW PARENTS / CARERS CAN HELP

- Promote Science as one of the core subjects and its relevance in many careers and jobs
- Use KS3 BBC Bite-Size Science and Seneca learning to recap or read ahead on each topic
- Buy a revision guide from WHSmith or online
- Encourage them to view Science in the media
- Make sure they know how to write up a practical correctly
- Support them with homework
- Ask them about everyday events and how Science links in

EXTRA-CURRICULAR

Science club is run every week – carry out fun science experiments or sign up for a CREST Award

RECOMMENDED READING / OTHER RESOURCES

<https://www.khanacademy.org/science/>
<https://www.bbc.com/education/subjects/zng4d2p>
<http://www.docbrown.info/ks3science.htm>
<https://www.emaths.co.uk/index.php/student-resources/past-papers/key-stage-3-ks3-sat-past-papers>

PHILOSOPHY, RELIGION AND ETHICS (PRE)

OVERVIEW OF COURSE

The course nurtures young people to be happy, personally fulfilled and a blessing to the world. Accordingly, students will:

- Study an academic curriculum rooted in the Gaudiya Vaishnava tradition contextualised within the broader Hindu ecosystem.
- Engage respectfully and emphatically with Christianity as the foundation of our nation's heritage, whilst respecting the spiritual quest of all peoples.
- Be robustly committed to British Values of democracy; the rule of law; individual liberty and mutual respect for those of different faiths or none.
- Be given opportunities for Spiritual and Character development
 - (i) through practices such as prayer, meditation, and kirtana
 - (ii) supported by individual reflection, art, drama, and social service.

Aside from galvanising our whole Hindu faith school ethos, the course provides a seamless transition to GCE with Papers in Hinduism, Christianity, and thematic studies related to our increasingly liberal, plural and global community.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Introduction to the culture, philosophy, and practice of Krishna Consciousness as exemplified by Srila Prabhupada's compassionate outreach. Students to be introduced to both the individual and universal dimensions of spiritual insight, as cultivated through: (ii) Kirtana (ii) Deity worship (iii) Devotional service	Life, death, and the spiritual world beyond- plurality of world faith perspectives (a) Death and you. (b) Life, death, ghosts and afterlife in Hinduism and across major world faiths. (c) The material, hellish, heavenly, and spiritual realms according to Vaishnava philosophy- comparison with Christianity and other world faiths.	Conflict, Religion, and the Vaisnava Peace Process (a) Research project: Religious influence as a mixed and perfidious hydra. (b) 'Sword and Shield' challenge- need for an inclusive God centered mind-set. (c) Srila Prabhupada's peace formula: everything as part and parcel of Krishna. (d) War and the animal slaughter industry. (e) Political peace and Vedic ecology.
Autumn 2	Introduction to Philosophy and different modes of discourse An emphasis on 3 big questions: (1) Who am I? (2) Is there a God? (3) How might my thinking on the self and God influence my character, meaningful relationships, & quality of life? Complimentary nature of Religious and Scientific thinking as different modes of discourse: logos, ethos, pathos, and mythos- explored through The Jungle Book.	Tribal Religions, New Age Spirituality, and cults- wolves and sheep. . . (a) God, demigods, and Polymorphic-monotheism. (b) African Religions as "life changing stories". (ii) Aboriginal 'Dream-time' & the subconscious (iii) Paganism, Wicker and our British heritage (d) Analytical Case Study: Jonesville, Branch Davidians, and Rastafarianism- Authentic Religion or Cult?	Free-will and Determinism (a) Do you have free-will?- introduction through the Adjustment Bureau? (b) Determinism and restrictions to free-will: DNA, cultural conditioning, TV, ads, social-media, etc. (b) (i) Free-will, Psychopathy and Sociopathy. (c) The Bhagavad-Gita's concept of a person as resolving the Free-will Vs Determinism duality.



<p>Spring 1</p>	<p>What is the Meaning of Life?</p> <p>Explored through The Philosopher Kings and The Life of Pie.</p> <p>Students to work towards their own 'Meaning of Life Clock':</p> <p>(a) What do I like doing ? (b) What am I good at ? (c) <i>What</i> means the most to me in this world? (d) <i>Who</i> means most to me ? (e) How could you use (a, b, & c) to bring happiness to (d)? (f) How far could I extend my circle of empathy?</p> <p>Learners to appreciate: Life is tough. You need a noble storyline to keep going. (Cannot rely on pleasure). How might an understanding of self and God help you to find the meaning of your life?</p>	<p>Science and Religion: Comparisons of compatibility across major world faiths</p> <p>(a) The Scientific View of creation: Big-bang followed by Darwinian evolution.</p> <p>(b) Science's un-answered questions: Origin of the Singularity and the genesis of Consciousness.</p> <p>(c) Meaning and Ethics post-scientific determinism.</p> <p>(d) Examination of the above from the perspective of Gaudiya Vaisnavism, Christianity, and other world faiths.</p> <p>(e) Science and Religion: competing or complimentary? (Polkinghorn)</p> <p>Skit from various Faith perspectives: God in the Dock</p>	<p>Krishna's calling (Srimad Bhagavatam)</p> <p>(a) Vaishnava understanding of the Supreme personality of Godhead, Krishna. Perfection of personality defined through ascent into 5 rasas: Santa: Ecology of Vraj; Dasa: Akrura; Sakhya: Sudama and Arjuna; Vatsalya: Mother Yasoda Madhurya: Ruckmini, Radharani and gopis.</p> <p>(a) Centrality of dasa-bhava. Where angels fear to tread (Surpanaka vs Gopis)</p> <p>(b) Understanding of miracles through Krishna-lila.</p> <p>(c) Selfless love of His devotees (headache and dust lila/ Tulasi-relate to Sita's feet massaged) AND His enduring love for them-search for the lost servant.</p>
<p>Spring 2</p>	<p>God & Creation</p> <p>Students to enquire:</p> <ul style="list-style-type: none"> * What do you mean by God? * What do you mean by rational? * Can faith in God be rational? <p>Correspondingly, students to explore:</p> <p>(i) Nature of God as revealed through Hindu Creation stories. (ii) The Vaisnava inclusive paradigm: Brahman, Paramatma, Bhagavan. (iii) Nature of God as revealed through the Christian Creation story.</p> <p>Conclude with arguments for the existence of God:</p> <ul style="list-style-type: none"> * The Design/ Teleological Argument. * The Purusa-sukta and its Ecological ramifications. 	<p>The Pursuit of Happyness</p> <p>(a) What makes us happy?</p> <p>(b) The Pursuit of Happyness [Film]- elaboration of kama, artha, dharma & moksha.</p> <p>(c) Happiness through Compassion and Service.</p> <p>(d) Obstacles to happiness: hedonism, the hedonic treadmill and the failed Hippy experiment of 'dropping out'.</p> <p>(e) Queen Kunti and the nexus between suffering, happiness, and the primacy of <i>meaning</i>.</p> <p>Staying high forever: transcending the 3 gunas; The 4 Principles of Freedom; Consequences of neglecting these principles.</p>	<p>Big-thinking, inclusive love- Sri Siksastakam</p>

<p>Summer 1</p>	<p>The 3 Gunas which imprison you & the 4 keys to your Freedom</p> <p>Introduced through the Chariot metaphor</p> <p>The three gunas (sattva, raja, and tamah as 'atmospheres' in which we choose to live)</p> <p>The 4 principles of Freedom and Connection-</p> <ul style="list-style-type: none"> * Self-discipline * Compassion * Purity * Truth <p>What happens when you neglect these principles?</p> <p>'Addiction' case studies and the guidance they offer to all of us- freedom and addiction as a sliding scale. Where are you?</p>	<p>Made in the image of God- same but different</p> <p>Will you respond to life as a Theist, Agnostic, or Atheist?</p> <p>What is at stake: Pascals wager & Jung on spirituality and mental illness</p> <p>(c) 4 kinds turn to God [arti (distressed), artharhi (opportunistic), jignasu (curious) and jnani (genuinely philosophical)]. Which type might you be?</p> <p>The 4 paths for connection</p> <ul style="list-style-type: none"> * Jnana yoga * Karma yoga * Astanga yoga * culminating in Bhakti) <p>Universal benefit of Kirtana</p> <p>Recognizing God as: (i) Brahman, Paramatma, or Bhagavan. Correspondingly, are you a Brahnavadin? Yogi? Bhakta? My Connecting with God through: Nature, Music, Art, Dance and sacred food!</p>	<p>Research project: "Now do what you like"- recap and reflect on entire KS3 curriculum</p> <p>Materialistic versus spiritual life:</p> <p>(a) Reflection on the temporal and inadequate nature of material pleasures contrasted with the spiritual world.</p> <p>(b) The ethical and spiritual practices required for liberation.</p> <p>(c) Freedom from Kali's onslaught: the benefits of restraint, wise action and the company of the godly.</p> <p>(d) Power of Bhakti-yoga, and particularly chanting God's names.</p> <p>(e) Theist, Agnostic or Atheist? Harmonist or Quarell-monger? One love or every man for himself? Krishna's way or the follow the crowd?</p> <p>(f) In this difficult age of Kali: How will they find their way to be personally fulfilled, a blessing to this world, and go home Back to Godhead?</p>
<p>Summer 2</p>	<p>The Ramayana as a study of Happiness through meaningful relationships</p> <p>The 5 main rasas (Santa: the forest creatures of Citrakoota; Dasa: Hanuman; Sakhya: Lakshmana; Vatsalya: Kausalya; Madhurya: Sita)</p> <p>The 4 themes of:</p> <ol style="list-style-type: none"> 1. Nama (Name) 2. Rupa (Form) 3. Guna (Character) 4. Lila (Activities) <p>Children to illustrate, script and perform a play with emphasis on above rasas and themes- with an emphasis on relationship with God (Sri Rama)</p>	<p>Mahabharata: self, society, and God</p> <p>(a) Explore the narrative, characters and events of the Mahabharata. Main Themes:</p> <p>(i) Avanti values & their opposites- Pandavas and Kauravas. Virtue, not pleasure, as the meaning of life.</p> <p>(ii) Arjuna's crises of self vs Society and its spiritual resolution.</p> <p>(iii) Varnasrama dharma and Divergent- Vedic and modern societies.</p> <p>(iii) Arjuna's life crises- coming to the gardens of surrender.</p>	<p>Introduction to GCSE: Christianity & Hinduism- finding your dharma</p> <p>Mapping every point of the KS3 Curriculum to the GCSE Spec.</p>

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

- A knowledge and understanding of the Gaudiya Vaisnava principles (aside broader Hindu, Christian, and interfaith perspectives) on:
 - (a) The relationship between the self, creation, and God.
 - (b) The means to happiness on earth and salvation thereafter
- Skills of introspection, creativity, and critical thinking required to pursue the above journey in a manner which is freely chose, personally fulfilling, in consensus with British Values, and which prepares them to be a blessing to their loved ones and the world.
- The use of Art, drama, music, and other creative methodologies aside mind-mapping and extended writing as tools for self-realisation.

METHODS OF ASSESSMENT

- Formal tests / examinations as per the school PR cycle
- Continual assessment of all written work
- Speaking presentations
- Opportunities to express their insights through Art, Drama, Music- or indeed any manner which effectively conveys the impact of PRE and CW on their lives.

HOW PARENTS / CARERS CAN HELP

- Have at least 3 meals a week with your kids. No TV on, just sit together and talk about the school day and how things are going. At weekends, go for a long walk in the country together.
- Sena Nights (whole family events)
- Take their kids to Bhaktivedanta Manor, especially on Sundays and festival days.

EXTRA-CURRICULAR

Clubs:

- Uncommon Sense- focus on life-skills and character development (Fortnightly)
- Journey Within- focus on spiritual insight (Fortnightly)

Trips:

- Bhaktivedanta Manor
- St Alban's and/Wells Cathedral; places of worship of various faiths
- Oxford Centre for Hindu Studies
- Extended educational adventures across the UK, Europe, and India through the Avanti Trust.

Speakers:

- Regular talks from world class speakers from monks and academics to social media celebrities.

RECOMMENDED READING / OTHER RESOURCES

Back to Godhead

The writings of His Divine Grace, A.C. Bhaktivedanta Swami Prabhupada

The Bhagavad Gita as it is

GEOGRAPHY

OVERVIEW OF COURSE

KS3 Geography is about how to live sustainably on our planet: how can we have social, economic and environmental development without damaging the prospects of future generations. It introduces places (Africa, Asia), skills (map reading and data manipulation) and processes such as the water cycle and climate change.

In an age of increasing interconnectedness, a holistic overview of how physical and human systems affect one another is useful. With Geography you get to see the big picture, identify problems and find solutions. Our course lays the foundation for GCSE and prepares every pupil to understand major global issues such as migration, climate change and pollution.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Maps and Mapping	Population	Development
Autumn 2	Geography of the UK	Coasts	Restless Earth
Spring 1	Rivers	Urbanisation	Economic Geography of UK
Spring 2	Glaciation	Weather and Climate	Ecosystems
Summer 1	Africa	Asia (South West China)	Geographical skills
Summer 2	It's Your Planet (environmental sustainability)	Climate Change	Field skills and Enquiry Questions

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

Physical geography, including plate tectonics, rocks, climate change and coasts; and human geography, including population, urbanisation, international development and natural resources.

They learn how physical and human processes affect landscapes, environments and the climate, and how human activity relies on natural systems. Additionally,

- Pupils develop their knowledge of globes, maps and atlases, in the classroom and in the field.
- They learn how to interpret Ordnance Survey maps.
- They use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
- They do fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal tests / examinations
- Tracking of quality of class and homework through books/folders
- Speaking and oral presentations

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking in which the teacher provides formative comments for future improvement which the student is expected to act on in the following lesson.
- Non-written feedback which can take the form of verbal, peer and self-assessment.

HOW PARENTS / CARERS CAN HELP

Use music, films and soaps as sources of geographical information to help your child understand and develop a sense of place and to be aware of topical issues. It will enable them to explore patterns and processes, interaction between people and places, environmental issues, and socio-economic and physical differences. Encourage your child to consider how technology changes the way we interact with the environment and each other. How do social networking sites enable global communities to interact? What effect might this have on people in the developing world?

Use postcards, posters and pictures to discuss other places. Think about where the image was taken. Are there any people in the image? What might their lives be like? What are they doing? What might they be saying? What objects are in the image, and what are they for? What is the environment like?

EXTRA-CURRICULAR

- **Year 7:** local river / infiltration study
- **Year 8:** local urban study
- **Year 9:** local 'clone' town study

RECOMMENDED READING / OTHER RESOURCES

- www.rgs.org
- <https://www.bbc.com/education/subjects/z2f3cdm> or www.kerboodle.com

HISTORY

OVERVIEW OF COURSE

Students are justifiably curious about their place in the world and how History has shaped the present. The study of history is vital to anyone with a desire to understand current trends in politics, economics and society in general.

History at Avanti aims to encourage our children to think about the world they live in. Tackling the 'big' questions relating to society, religion, politics and ethics. There is also a big push on the skills that the children learn which will prepare them in the short term for their onward KS4 courses in Humanities and also in the long term for life long skills valued in education and employment. Examples of which are the evaluation of sources and secondary interpretations, constructing arguments and showing debate in essays with evaluative and analytical comments.

PROGRAMME OF STUDY

Term	Year 7 Living and believing	Year 8 Power and protest	Year 9 Conflict and cooperation
Autumn 1	What is History?	English Civil War	WWI
Autumn 2	Saxons	French Revolution	WWII
Spring 1	Vikings	British Empire	The Cold War
Spring 2	Normans	Transatlantic Slave Trade	Civil Rights USA
Summer 1	Tudors	Indian Rebellion	The Crusades – a source enquiry
Summer 2	Native Americans	Suffragettes	Post-war Britain

SKILLS / KNOWLEDGE / UNDERSTANDING

Core historical skills that students will develop in KS3 history are;

- Identifying, explaining and evaluating change and continuity over time
- Identifying, explaining and evaluating cause of events and the consequence that they have in the future
- Identifying, explaining and evaluating the significance of events, key people and groups to build towards a debate
- Identifying, explaining and evaluating primary sources for evidence
- Identifying, explaining and evaluating interpretations and representations of the past

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal tests / examinations - PRs
- End of topic multiple choice examination
- Verbal - questioning during lessons

We will also use a range of different styles of feedback to students:

- Verbal feedback during lessons
- An example of a formal piece of feedback per half-term including PRs
- All other class notes and home-works to be peer/self-assessed with the support of the teacher

HOW PARENTS / CARERS CAN HELP

Encourage them to read more - Reading widely is a characteristic of all the most successful students. You could encourage your child on a set day to read an article from a newspaper which cover politics, society or the economy and discuss the subject matter together.

Devise fun ways to test them - Whatever age you are, continually testing what you've learned is a useful way to consolidate your new knowledge and make sure it sticks. You could set a weekly quiz based on what they've learnt that week in history, with a prize.

Watch documentaries with them - Most children watch TV shows with little educational value, whether that is on the family TV or online using Youtube. Why not watch something with them and use that to have a debate and discussion. Look for a trusted documentary maker such as the History channel.

Encourage dinner table debate – get the whole family to gather at the end of the day to discuss what the children learnt at school and what the adults gained from their work day. Kick off the discussion by asking them what they've been studying that day, and perhaps ask them to explain things to you. You could get a bit of a debate going by asking them what they think about the subject, and by challenging those opinions.

Reward them for good results or small improvements – take them on an educational trip! - Museums make for an enjoyable day out whilst still supporting your children's learning, did you know you could make the short journey to St Albans and spend a day amongst Roman ruins all for free!

EXTRA-CURRICULAR

History at Avanti will commemorate and celebrate a variety of events over the academic year, for example;

- Black History Month – including celebrating the history of all British ethnic minorities (October)
- Remembrance week – including soldiers from Africa, Asia and Oceania (11/11)
- Holocaust Memorial Day - including remembering all those affected by genocide (27/01)

We will run competitions and trips based on these events and others too and encourage parents and carers to participate by supporting your children and contacting the History team if you have any stories/contacts in these areas

RECOMMENDED READING / OTHER RESOURCES

BBC Bitesize History
Kerboodle – History section

MODERN FOREIGN LANGUAGES: FRENCH AND SPANISH

OVERVIEW OF COURSE

The MFL KS3 course enables you to progress from very little knowledge in French and Spanish, to reaching a good level of confidence by Year 9 so that you are ready to take a GCSE Language course. All 4 skills are covered and topics such as family, friends, school and holidays are covered.

Studying a language at KS3 and then continuing to GCSE allows you to understand other subjects such as English grammar and literature; it also opens up your opportunities for future career prospects.

Academically a language GCSE enables you to gain the English Baccalaureate Certificate and have a competitive advantage when applying to prestigious universities. Personally, it broadens your opportunities to communicate with people from different countries and discover other cultures.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Introducing yourself and basics	My family and friends	Media and culture
Autumn 2	My family	Places in a town and making plans for going out (future tense)	School and Education
Spring 1	My free time	Trips and holidays	Health and Wellbeing
Spring 2	My school	Food	Work and future plans
Summer 1	My house	Fashion and clothes	Cultural celebrations
Summer 2	My town	My town	Holidays Vocabulary and grammar revision and cultural tourist projects

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

Listening skills: Students are regularly trained to listen for specific details and tick boxes or answer questions accordingly. They answer questions in English and in the target language.

Speaking skills: Students are required to answer questions on different topics. Students need to ensure they add opinions, connectives and different tenses.

Reading skills: Students read shorter and longer passages in order to answer questions in English or in the target language about the text.

Writing skills: Students are required to write 40 or 90 word essays in the target language, responding to specific bullet points from a task. This could be an email or a letter to a friend. Students learn to get familiar with the success criteria and add complex structures and tenses to achieve higher marks.

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal tests / examinations
- Tracking of quality of class and homework through books/folders
- Speaking and oral presentations
- Projects

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking in which the teacher provides formative comments for future improvement, that the student is expected to act upon in the following lesson.
- Acknowledgment marking, where the teacher concisely marks the piece of work, highlighting positive work and addressing major misconceptions.
- Non-written feedback, which can take the form of verbal, peer and self-assessment.

HOW PARENTS / CARERS CAN HELP

Parents can support language learning by testing students' vocabulary from English to the target language during breakfast or dinner. Parents can also encourage watching European films at home, listening to French or Spanish music or even visiting a French/Spanish market, monument, restaurant or city. Any cultural activity that encourages knowledge and curiosity for the countries where the language is spoken will add value and help to raise students' language skills and learning progress.

EXTRA-CURRICULAR

The MFL department runs regular lunchtime and after school clubs.

The aim of these clubs is to help students gain more confidence and achieve their best possible grade but there are also extension clubs for students who would like to push themselves further and achieve more cultural knowledge and higher grades in their GCSE exams.

The MFL Department has organized 2 successful trips to Barcelona in the past and is looking into offering a cultural exchange ***trip to Salamanca- Madrid in the future.***

MFL also celebrates ***European Languages Day and the French Bastille Day*** with cultural whole school quizzes and guest speakers and runs regular quizzes, awards and competitions. Our students also receive certificates for their www.thisislanguagel.com Nutty Tellez national competitions every year!

RECOMMENDED READING / OTHER RESOURCES

www.languagesonline.org.uk

www.thisislanguagel.com

www.languagenut.com

<https://schools.duolingo.com>

www.quizlet.com

www.senecalearning.com

[https://www.bbc.com/bitesize/spanish or french](https://www.bbc.com/bitesize/spanish%20or%20french)

ART

OVERVIEW OF COURSE

At Avanti House School, we believe that working in the arts allows our learners to develop creative problem-solving skills. Art instruction supports our students with the development of their motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. These are all transferable skills not only useful for other subjects, but also highly important when practicing future life skills.

In years 7, 8 and 9, students study art and design for 3 lessons per week on 2 separate rotations throughout the academic year.

Following the National Curriculum guidelines students are encouraged to take creative risks and to experiment with a wide range of media, processes and techniques as well as study a broad range of art, craft and design.

All schemes of work have been developed to provide a rich and varied experience for students of all abilities.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Rotation 1	The Formal Elements	Cubism	Portraits
Rotation 2	Colour Theory	Day of the Mexican Dead	Nostalgia

SKILLS / KNOWLEDGE / UNDERSTANDING

- Appreciate and experiment with the potential of materials and processes to develop ideas and meanings with skill in handling visual and tactile qualities.
- Research, document and present information on the style and context of other artists' work that assists the development of personal ideas.
- Adapt, refine, analyse and evaluate your work to produce work of high quality and take account of the response of your audience.

METHODS OF ASSESSMENT

The Art department will provide a summative assessment grade at the end of each rotation which will be assessed holistically throughout the final project. Teachers will use their professional judgement and previous experience on whether a student has made progress in their individual artistic abilities from their previous rotation grade. The art department will assess students work in line with the school percentage bands.

Areas that will be judged and assessed throughout KS3 projects are listed below...

- Creative skill-set
- Understanding of techniques and processes
- Understanding of critical sources
- Risk taking
- Use of imagination and independence
- Final outcomes

HOW PARENTS / CARERS CAN HELP

As a parent or carer, you only want the best for your child's academic and personal development. Art allows this in many ways which you too can practice at home in order to nurture your child's creativity. Please use the tips provided below to provide your child with an additional creative experience other than at school.

- Provide opportunities **for your child to** explore within the context **of the arts by visiting galleries, art exhibitions are artistic landmarks around the world.**
- Provide materials such as paint, crayons, and clay in order for your child to continue to practice working with tactile art materials.
- Encourage your child to take risks in their observational drawing skills by drawing a variety of objects in different angles as well as using a variety of drawing and painting mediums.
- Keep your child's art curiosity alive by questioning their thoughts and feelings and asking them how they would depict this in an image.
- Share what you love with your child whether it be photography, the arts or other forms of design.

EXTRA-CURRICULAR

The art department is currently in talks with local businesses to discuss potential gallery spaces to showcase our student's artistic talents. We will advise further once final plans have been confirmed.

RECOMMENDED READING / OTHER RESOURCES

Students are encouraged to use the school library's broad selection of art books. Each book provides specific styles and works of art as well as giving students a further insight into classic and contemporary artists. Students can explore a preferred art movement of their choice and utilise the books provided of this style. There are a variety of different styles and movements in Art therefore we cannot name specific books as a recommended reading list for our subject. All students are unique in their thinking and creativity as is the subject. Once we know the area of interest in each student, we can direct them further into a more tailored reading list.

COMPUTER SCIENCE

OVERVIEW OF COURSE

We want our students to understand and play an active role in the digital world that surrounds them and not to be passive consumers of an opaque and mysterious technology. In our lessons, students apply Computational Thinking (CT) as a problem solving process across a wide range of disciplines. Younger pupils will use Blockly based visual coding activities using the BBC Micro bit and basic Web Design. Older pupils are introduced to text based programming in Python and code questionnaires and quizzes. They have also design and code action games in Game Maker

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Control Systems with Flowol	HTML, CSS, and Website Development	Hardware, Software & Logic
Autumn 2			Computing Trends
Spring 1	Understanding Computers	Computer Crime and Cybersecurity Project based programming with BBC Microbit	Introduction to Python
Spring 2	Introduction to Programming with BBC Microbit		
Summer 1	Image representation and Graphics with Photoshop		Programing with Game Maker (Platform Game)
Summer 2	Programming with Game Maker (Maze Games)		
		Sound representation and Editing with Audacity	

SKILLS / KNOWLEDGE / UNDERSTANDING

The core recurring theme throughout KS3 Computing is for pupils to demonstrate understanding of and apply the key processes associated with Computational Thinking. Computational Thinking provides pupils with a framework to tackle problems, to break them down in solvable chunks and devise algorithms. Pupils should be able to design and write programs; debug, test and reason about programs both using visual coding and text based coding. Furthermore pupils should have an understanding of key algorithms and be able to use logical reasoning to compare alternative algorithms for the same problem. In addition to working with algorithms and programming pupils should be able to understand the hardware and software components that make up computer systems, understand how instructions are stored and executed within a computer system, understand simple Boolean logic, understand how numbers, text and images are represented in the form of binary digits and carry out simple operations such as binary addition. Moreover throughout KS3 pupils will have an opportunity use ICT to create a rage of content with an emphasis on websites, images and sound. Pupils should be able to create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

METHODS OF ASSESSMENT

Formative assessments:

- Machine based assessment which will include multiple choice questions will be used in more theoretical topics such as understanding computers, computer crime and hardware, software and logic.
- Where students have been working on an extended project; assessment will include a combination of formal questioning on the topic and portfolio evidence of pupils work. This may include evidence of testing and evaluation. Teacher feedback comments will be provided in Google Classroom and pupils will have an opportunity to act on comments before the end of their project.

Summative assessment:

- Open questioning will be used in lessons whilst students are programming and working on IT projects students will be regularly challenged with questions such as “Why did you choose to do it this way and not another?” and “Can you explain how that works?”.
- Homework at KS3 will be submitted digitally and will tracked through Google Classroom
- Self-assessment will be used as feature to encourage students to be independent learners, set their own goals for the following lesson and evaluate their work. This may take the form of a reflective blog for an extended project.
- Peer assessment may take place time to time to help the creator and assessor understand what a finished product may look like

HOW PARENTS / CARERS CAN HELP

You can support your child by asking them to show case and discuss programs and products they are producing in computing lessons at home. You may wish to provide feedback to help pupils improve their work. Pupils can be encouraged to complete the Duke of York Award in digital and enterprise skills. This is a set of online challenges that students can work their way through on idea.org.uk

EXTRA-CURRICULAR

Where possible the department aims to organise enrichment for students where they can handle cutting edge technology and work with Engineers, Technologists and Scientists to explore computing beyond the classroom. At KS3 students are encouraged to participate in the Teen Tech Awards where students use their imagination to think creatively to find better ways of doing things. We enter all our students in the annual Computational Thinking Bebras competition. Year 8 students have opportunity to take part in the Faraday challenge day where they compete against other local schools. More over the department has strong links with Cisco where students attend workshops to see cybersecurity, network and software development in action.

RECOMMENDED READING / OTHER RESOURCES

<http://microbit.org/code/>
<https://www.codecademy.com/learn/learn-python>
<https://www.bbc.com/education/subjects/zvc9q6f>
www.idea.org.uk

DESIGN TECHNOLOGY

OVERVIEW OF COURSE

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn	<p><u>Electronic Torch Project</u></p> <p>This project begins a pupils journey into the understanding of how to design electronic circuits. Whilst making their first circuit board which is a torch. Pupils will learn how to design a circuit for a breadboard and how to then advance it to a stripboard. This project will teach pupils about different electronic components and how to select the correct ones when designing a circuit.</p>	<p><u>CAD Project</u></p> <p>Pupils will begin using a range of software in the school computer suite. Being versatile and understanding how to use different software on the computer is a vital skill needed for designing and 3d visualization. Learning how to use packages like Google sketch up and Corel Draw will increase their understanding and skills to use their imagination to complete tasks.</p>	<p><u>Seagull Project</u></p> <p>This exciting project focuses on using the basic elements of a design and technology workshop and its tools and machinery. Pupils will make a wooden toy that can be played with. The have the chance to modify the design to suit their own personality.</p>
Spring	<p><u>CAD Project</u></p> <p>Animation forms the basis of this project. Pupils will learn about the origins of animation and through Computer Aided Design will design their own animation card that will fascinate every viewer. Pupils will also look into the work of Pixar Animation.</p>	<p><u>Praxinoscope Project</u></p> <p>Following on from the last project learning about animation. Pupils will make their own praxinoscope using laser cutting techniques and graphic design techniques. They will design their own animation for the device. The design possibilities are endless with this project.</p>	<p><u>Alarm project</u></p> <p>Students will build upon their existing knowledge of practical electronics and learn how to build an alarm circuit onto a breadboard, and then transfer the design onto stripboard. They will have a laser cut box that they will draw up the plans for and then laser cut.</p>

Summer	<p><u>Pewter Jewellery Project</u></p> <p>Pupils learn how to design and make a pendant for a necklace. The jewellery piece will initially be designed by hand drawings and then advanced to a laser cut design in medium density fibreboard (MDF), using top of the range computers and software. The design is then cast between two slabs of aluminium plate. The pewter metal is then cleaned up with needle files and wet and dry paper for a polish finish.</p>	<p><u>Automata Project</u></p> <p>This project is all about how to make things move. Pupils will make a simple automata of a wave with boats on. They will use different woods and use different processes to achieve their goals. Pupils have the chance to turn their work electronic and use skills in how to design for electronic component, as well as learn about there use .</p>	<p><u>Electronic Lamp Project</u></p> <p>Pupils build upon their electronics experience and advance their knowledge through a more complicated circuit than the previous year. They will design and laser cut their own lamp for their home. Pupils will line bend and Solder their lamp together as well as complete many other industrial processes, whilst learning about different polymers and their uses. They will use jigs to maintain a degree of quality in their work.</p>
*all projects are subject to change or be moved at the discretion of the DT department			
SKILLS / KNOWLEDGE / UNDERSTANDING			
Pupils learn how to take risks with their designs, becoming resourceful, innovative, enterprising and capable designers. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.			
METHODS OF ASSESSMENT			
<p>We will use a range of assessments:</p> <ul style="list-style-type: none"> • Formal tests / examinations • Tracking of quality of class and homework through books/folders • Speaking and oral presentations • Projects <p>We will also use a range of different styles of feedback to students:</p> <ul style="list-style-type: none"> • Extensive (deep) marking in which the teacher provides formative comments for future improvement which the student is expect to act on in the following lesson. • Acknowledgment marking, where the teacher concisely marks the piece of work, highlighting positive work and addressing major misconceptions. • Non-written feedback which can take the form of verbal, peer and self assessment. 			
RECOMMENDED READING / OTHER RESOURCES			
http://www.technologystudent.com http://www.bbc.co.uk/bitesize http://www.gojimo.com GCSE Edexcel reading book			

DRAMA and DANCE

OVERVIEW OF COURSE

In Drama and Dance, the overall aim is for the students to have a fun learning space to raise their critical awareness of the world about them whilst enhancing analytical, communicable and general performance skills. A balance between improvisation, devising and scripted/choreographed performance is the aim and the students will have the opportunity to share their work with a wider audience in their three years.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Rotation 1	Musical Theatre	In the style of a Practitioner	Road Safety Bouncers & Shakers
	Topic based	Devising from a stimulus	

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

- Knowledge/analysing skills
- Performing skills - physical, technical and expressive
- Creating skills (Devising)

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal tests / examinations
- Tracking of quality of class work through showing of work and response sheets

We will also use a range of different styles of feedback to students:

- Extensive marking in which the teacher provides formative comments for future improvement which the student is expected to act on in the following lesson.
- Acknowledgment marking, where the teacher concisely marks the piece of work, highlighting positive work and addressing major misconceptions.
- Non-written feedback which can take the form of verbal, peer and self-assessment.

HOW PARENTS / CARERS CAN HELP

Parents/carers can help assist their child learning in Drama by taking them to see live theatre amateur and professionally. Encouraging them to watch different theatre and styles of theatre too. Parents/carers can also ask their children to practise at home and perform to them. They can give them feedback on their vocal and physical skills and how it looks to an audience different from their peers

EXTRA-CURRICULAR

Clubs:

- Drama Club
- Possible workshops with outside companies
- GCSE Dance Club.
- KS3 club TBH.

Trips:

- Termly visits to performances

Performance Opportunities:

- Winter Showcase – December
- Summer Showcase – July
- School Production
- Series of lunchtime performances
- MonologueSlam
- Open Evenings

RECOMMENDED READING / OTHER RESOURCES

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1>

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

MUSIC

OVERVIEW OF COURSE

The Music curriculum at Key Stage 3 builds on the love of music that the students bring from Primary school and from their lives outside of school. There is a focus on developing both practical skills and theoretical understanding through a range of interesting and engaging topics. Students will learn to perform using a range of musical instruments and will develop their skills performing as an individual and as part of an ensemble.

Music is a subject which promotes creativity and significantly helps to developing both team work and communication skills. Music requires dedication and resilience and contributes to developing students who can persevere and think creatively to problem solve. We are therefore helping to develop students who are well prepared for success in their futures.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Rotation 1	Elements of Music Cartoon Music Samba	The Blues African Drumming	Fusion Music Ukulele
Rotation 2	Songs Instruments of the Orchestra	Film Music Soundscapes	Minimalism Rap & Hip Hop

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding: Performing, Composing and Appraising (Listening)

METHODS OF ASSESSMENT

We will use a range of assessments:

- Practical assessments of Composing and Performing
- Written assessments of listening and appraising skills
- Tracking of quality of classwork and homework

We will also use a range of different styles of feedback to students:

- WWW/EBI for each practical assessment with written comments to inform students of progress being made and how to develop further.
- Marking the student topic booklets for presentation and pride in their work.
- Non-written feedback which can take the form of verbal, peer and self-assessment.

HOW PARENTS / CARERS CAN HELP

Encourage your child to learn a musical instrument either inside or outside of school. Encouraging your child to attend an extra-curricular club can also help them to develop their musical knowledge and skills.

EXTRA-CURRICULAR

GarageBand club – Monday lunchtimes
 String Ensemble – Tuesday lunchtimes
 Music theory club – Wednesday mornings before school
 School Production Rehearsals – Wednesday after school

RECOMMENDED READING / OTHER RESOURCES

www.musictheory.net – develop understanding of music theory
<https://www.philharmonia.co.uk/explore/instruments> - learn about the instruments of the orchestra
<https://www.good-ear.com> – ear training

PHYSICAL EDUCATION

OVERVIEW OF COURSE

The KS3 curriculum focuses on development of basic skills, which can be practiced in isolation and implemented into competitive scenarios both in lessons and at extra-curricular clubs and teams. Students cover a minimum of 8 different sports across the year to give them individual grades and an overall sporting grade. Grading is based on understanding, implementation and coaching of technique, tactics, GCSE terminology and application of teamwork, leadership and ownership on personal development.

PE is an essential part of the curriculum as it facilitates an environment for students to learn theoretical content in a practical environment whilst developing their own personal understanding of the importance of health and well-being. Across the curriculum, PE applies concepts, which can be utilised later in life to enable students to be healthy and supportive members of the community, as well as lead into examination qualification where content in KS3 is further analysed.

Physical education also develops students' teamwork, leadership and morality. This has been proven to create individuals who are more likely to get better overall grades and improve concentration levels due to the release of endorphins in the body. PE also provides a more rounded link to other subjects, examining where they are used in practical situations; for example measurements in athletics, trajectory of the ball, speed/power/muscular endurance which is all covered under the KS3 content.

Physical education also provides an environment for students to succeed outside of a classroom, in a much more dynamic and kinaesthetic learning which would not be possible in a classroom.

PROGRAMME OF STUDY

Term	Year 7 (Boys)	Year 7 (Girls)
Autumn 1	Baseline tests / HRE	Baseline tests / HRE
Autumn 2	Table tennis / football	Netball / Badminton
Spring 1	Badminton / Rugby	Rugby / table tennis
Spring 2	Badminton / handball	Handball / Football
Summer 1	Athletics/cricket	Athletics / Cricket
Summer 2	Cricket/ Tennis / Rounders	Cricket/ Rounders / Tennis

Term	Year 8 (Boys)	Year 8 (Girls)
Autumn 1	Baseline tests / HRE	Baseline tests / HRE
Autumn 2	Table tennis / football	Netball / Badminton
Spring 1	Badminton / Rugby	Rugby/ Table Tennis
Spring 2	Badminton / handball	Handball / Football
Summer 1	Athletics/cricket	Athletics / Cricket
Summer 2	Cricket/ Tennis / Rounders	Cricket/ Rounders / Tennis

Term	Year 9 (Boys)	Year 9 (Girls)
Autumn 1	Baseline tests / HRE	Baseline tests / HRE
Autumn 2	Table tennis / football	Netball / Badminton
Spring 1	Badminton / Rugby	Rugby/ Table Tennis
Spring 2	Badminton / handball	Handball / Football
Summer 1	Athletics/cricket	Athletics / Cricket
Summer 2	Cricket/ Tennis / Rounders	Cricket/ Rounders / Tennis

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:

1. Apply effective technique in specific scenarios
2. Demonstrate understanding of when to apply certain tactics to specific situations.
3. Demonstrate theoretical knowledge related to the GCSE specification.
4. Apply tactics in a coaching setting – using the understanding of different performers capabilities.

METHODS OF ASSESSMENT

We will use a range of assessments:

- Observations
- Tracking of quality of class and homework through show my homework quizzes and questioning

We will also use a range of different styles of feedback to students:

- Non-written feedback which can take the form of verbal, peer and self-assessment.
- Analysis of homework with instant feedback on success and areas to improve on.

HOW PARENTS / CARERS CAN HELP

- Ensure students are attending extra-curricular clubs in school as well as clubs in the local community.
- Support the students understanding of basic theory related to anatomy and physiology.
- Discuss students areas of strengths and weakness and offer opportunities to develop their skills.

EXTRA-CURRICULAR

The PE department offers clubs every Tuesday/Wednesday/Thursday after school and in lunchtimes throughout the whole year, developing the skills learnt in lessons and provide opportunity for all students to find a passion that they can develop and continue past education.

The PE department also offers extra-curricular teams, which compete in local and national competitions, which are set up and run as a collective department.

Each member of the department offers a minimum of 3 clubs a week- providing as much opportunity for students as possible.

This year we have run a netball tour to Sri Lanka. The tour developed the squad and allowed students to development their maturity and independence. This can be evident in all year groups that took part (7/8/9) as netball becomes stronger and we compete effectively in KS3 in the borough competition.

Students excel in Cricket, table tennis and badminton in the borough tournaments as well as compete in the Middlesex cup where this year we have reached the semi-final and Final for two year groups.

RECOMMENDED READING / OTHER RESOURCES

MYPEEXAM.com – provides the whole content for students to follow as well types and guidance on how to answer questions perfectly to get the marks.

SANSKRIT

OVERVIEW OF COURSE

Sanskrit is taught as an ancient language i.e. with the purpose of learning grammar and translating texts from the Ancient Indian library. Texts include Mahabharata, Bhagavad Gita and Ramayana. Pupils will develop skills in grammatically analysing texts, which in turn helps to improve the generic grammar skills across the Indo-European language tree. Pupils have the opportunity to study Sanskrit at IGCSE level and even further at A level.

PROGRAMME OF STUDY

Term	Year 7	Year 8	Year 9
Autumn 1	Devanagari letters	Instrumental case	Plural Nouns
Autumn 2	Vowel combinations	Dative and Ablative cases	Translations
Spring 1	Consonant Combinations	Genitive and Locative Cases	Present Tense
Spring 2	Simple Sentences	Feminine Nouns	Past and Future Tense
Summer 1	Accusative Case	Neuter Nouns	Translations
Summer 2	Translations	Dual Nouns	Vedic Maths

SKILLS / KNOWLEDGE / UNDERSTANDING

Students will be expected to develop the following knowledge, skills and understanding:
 A variety of listening, reading and writing skills are developed around the Devanagari script. Students will be able to transcript passages from key texts.

METHODS OF ASSESSMENT

We will use a range of assessments:

- Formal tests / examinations
- Tracking of quality of class and homework through books/folders

We will also use a range of different styles of feedback to students:

- Extensive (deep) marking in which the teacher provides formative comments for future improvement which the student is expect to act on in the following lesson.
- Acknowledgment marking, where the teach concisely marks the piece of work, highlighting positive work and addressing major misconceptions.
- Non-written feedback which can take the form of verbal, peer and self assessment.

HOW PARENTS / CARERS CAN HELP

The Packs provided to pupils are self-explanatory and are written in English with explanations of the grammar and how to use the vocabulary. Parents can go over this with the pupils and ensure they understand the learning. Flash cards are a great way to help the pupils learn the vocabulary given.

RECOMMENDED READING / OTHER RESOURCES

- Mahabharata series by Warwick Jessop
- Bhagavad Gita
- Ramayana