



**Year 8
Spring and Summer
Terms
2022**

Curriculum Guide

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*The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our **PROUD** values, which prepares our students to **succeed** at university, **thrive** in employment and **lead fulfilling lives**. It is the embodiment of our ethos of a **creative learning community**, which marries **traditional** and **dynamic** approaches to teaching and learning.*

Dear Families

Welcome to the Year 8 Spring and Summer Term Chestnut Grove Academy Curriculum Guide.

Key Stage 3 is an exciting time in your child's learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a key way of ensuring your child has a smooth academic transition into Key Stage 3 and that we build on the progress made in Year 6. The purpose of this guide is to provide you with the full details of what your child will be studying this term, expectations of home learning, how and when your child will be assessed and what you can do to help support your child's learning. If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher.

If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to info@chestnutgrove.org.uk, clearly labelling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Finally, our Enrichment Curriculum is integral to the taught curriculum and includes a wide range of lunchtime and after school clubs, trips and visiting speakers. Our 2020-21 Clubs Timetable can be found at the following link:

<https://www.chestnutgrove.wandsworth.sch.uk/academy-life/enrichment>

Please strongly encourage your child to participate in our Enrichment activities if they have not already done so.

Yours faithfully

Richard Cheesbrough
Assistant Headteacher (Key Stage 3 Curriculum)

Assessment in Year 8

Students completing their GCSEs will be awarded a numerical score (9-1) in each of their subjects, where a grade 5 is considered a 'strong pass' and a grade 9 is the highest grade achievable. In the Chestnut Grove Learning Path assessment system each subject has steps which broadly correspond to the reformed GCSE grades. Using an average of the KS2 SATS scores* as a starting point, students are set aspirational targets for each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and intended progression for KS4:

KS2 Average Score	EoY 7	EoY 8	EoY 9	Minimum Expected GCSE Grade
80-99	Step 1	Step 2	Step 3	4+
100-106	Step 2	Step 3	Step 4	5+
107-120	Step 3	Step 4	Step 5	7+

Targets are reviewed after each assessment cycle and will be reviewed and subject to change as GCSE reforms are embedded.

**for students joining Chestnut Grove Academy in 2020 and 2021, Cognitive Ability Tests have been used to determine notional KS2 SATs scores.*

How will my child's work be assessed?

Work is marked at least once every three weeks and assessed on students' progress towards their learning goal and their resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE, DT, ICT and Art, work is assessed slightly less frequently due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	Excellent Progress towards the learning goal. Extension work completed.	R4	Exceptionally hard working and committed to completing work to the best of his/her ability. Perseveres when work is challenging and tries to solve problems independently before seeking help.
PG	Good progress towards the learning goal. Home Learning is good.	R3	Usually hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	Satisfactory progress towards the learning goal. Home Learning also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. Sometimes gives up if work is challenging.
PU	Unsatisfactory progress towards the learning goal. No Home Learning submitted	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. Gives up very easily if work is challenging. Fails to seek help.

Where appropriate, students also use self or peer assessment of work to help them learn from common mistakes and misconceptions. Teachers also provide whole class feedback throughout lessons, responding to the needs of the class as they arise.

Detailed marking with 'MRIs' and mark schemes

In each subject, teachers have identified the pieces of work that will be marked in detail to assess students' knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback that the teacher has provided. At Chestnut Grove we call these responses 'MRI' (My response is..) and students normally complete them in red pen.

Details of these assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and 'learn from mistakes'.

Summer Term End of Year Examinations

In the Summer Term students will have end of year exams in all subjects. For English, Mathematics and Science these take place in the Sports Hall and in all other subjects the examinations take place in classrooms during lesson time. You will be sent a formal timetable so that you know when each exam will take place.

Year 8 Summer Term Exams will begin from **23 May 2022**.

The purpose of these exams is to help students develop the skill of learning large volumes of knowledge, building a foundation to GCSE courses. Core subjects will be tested in the Sports Hall under the same conditions as students would be expected to sit public examinations.

Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also available on our website at the following link:

<https://www.chestnutgrove.wandsworth.sch.uk/curriculum/support-for-ks3>

Home Learning

Home Learning is of vital importance as it both increases the learning time available for students and helps students to develop independence and organisational skills. Home learning is set as assignments via our online learning portal, Microsoft Teams. Students are required to take responsibility for recording all home learning in their student planner. Your support in checking the student planner and completion of homework on a regular basis is invaluable in helping students to develop positive homework habits from the start of

Year 8. Where possible, please provide your child with a quiet space in which to complete homework, with access to a desk or table.

YEAR 8 HOME LEARNING TIMETABLE

Year 8 students are expected to spend **30 - 45 minutes** on each individual piece of homework. 30-45 minutes per subject **per week** for English, Maths, Science, History, Geography and MFL.

30-45 minutes per subject **twice per half term** for Health, Design Technology, Art, Performing Arts, and PBE.

8X	Monday	Tuesday	Wednesday	Thursday	Friday
Kapoor (X1)	Science	Geography	English	History Spanish	Maths
Hepworth (X2)	Science		English Geography	History	Maths Spanish
Blake (X3)	Science	Geography	English	History	Maths Spanish
8Y	Monday	Tuesday	Wednesday	Thursday	Friday
Turner (Y1)	French	Geography	English	Science	Maths History
Da Vinci (Y2)	French	Geography	English	Science	Maths History
Kahlo (Y3)	French	Geography	English	Science History	Maths
Kusama (Y4)	French Geography		English	Science	Maths History

Year 8 Literacy

At Chestnut Grove, we believe that literacy is one of the most important life skills we can offer our students: both in terms of academic success and in developing students' confidence and individual voices in the wider world. We profoundly believe that all teachers are teachers of literacy across the school and, therefore, literacy is embedded within all aspects of the curriculum at Chestnut Grove – from Maths to PE – as well as a range of extra-curricular activities designed to inspire and support students across the school.

Every student in Year 7 is given a weekly guided reading session in the Library in order to promote their love of literacy and their decoding skills across a range of texts, supported by volunteer Sixth Form Literacy Mentors. This also gives students an opportunity to track and log their own independent reading, supported by our Librarian's guidance, to stretch and challenge them independently. We ask every child in Year 7 to have a reading book in their bag every day and reading is integral to the Year 7 tutor program. Please strongly encourage your child to attend the Library at break and lunchtimes to renew library books and become immersed in a culture of reading.

To inspire a love of literature, throughout the year we have numerous events to celebrate literacy across the school. Whether it's the Year 7 Spelling Bee, a poetry hunt for National Poetry Day or Year 7 fancy dress as a literary character on World Book Day, both staff and students engage with a love of literature and encourage students to read as widely as possible both fiction and non-fiction. Year 7s are given two free fiction books per year to develop their reading and we have had success in entering competitions such as the 'mini-saga' creative writing competition where fifteen students had their work published in a book this year.

You can support the development of your child's literacy by:

- Supporting him or her with home learning, checking that he or she is writing extensively.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from our brand new Library.
- Testing your child on the meanings of key terms in each subject and spelling.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

At the beginning of each academic year, students sit an online reading test to determine their current reading age. This is shared with teachers to support and address specific literacy needs in the classroom.

Students who attained below 100 in their KS2 Reading test or whose reading age is significantly below their chronological age are targeted for additional catch-up intervention lessons to help improve their literacy. In some instances, students who only just missed the 100 score are being supported via their main English lessons. If you have any questions about the support your child is receiving, please contact Ms Fabiani at vfabiani@chestnutgrove.org.uk.

Numeracy

Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

As with literacy, where the Mathematics Department think it is appropriate, students who attained below 100 in their KS2 Maths test are being targeted for additional catch up intervention lessons to help improve their numeracy skills. If you have any questions about the support your child is receiving, please contact Mr Green in the Mathematics Department.

Arts and Languages Specialists

Along with an enriched curriculum and trips and visits, Arts and Languages specialists have extra lessons at the following times:

Art: Thursday after school

Languages: Thursday Lunchtime, 1.15pm – 1.55pm

Inclusion

Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We meet with all the parents of SEND pupils once per term to discuss progress and support strategies.

SEND Workshops are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone homework club and workshops tailored to meet the needs of pupils with ASD)

Learning Support Centre workshops are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

LSA in class support is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

Key Dates for Year 8

Week commencing **23 May 2021** – Year 8 Summer Term Examinations

Subject Curriculum Guides

Curriculum Timings:

Key Stage 3 is an exciting time in our students' learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSEs and A Levels and give them the foundation to flourish in adult life. At Key Stage 3, our curriculum is broad and balanced, based upon the entitlement outlined in the 2014 National Curriculum.

The weekly curriculum offer at Key Stage 3 is as follows:

- 11 hours in the 'Core' (English 5 hours, Mathematics 4 hours and Science 3 hours)
- 6 hours in the remaining 'EBacc' subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in Philosophy, Beliefs and Ethics
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour Design Technology 1 hour, PE 2 hours)
- 45 minutes of 'Health'



Year 8 Human Rights and Equality

Human rights and equality are promoted across the curriculum at Chestnut Grove. As a UNICEF rights-respecting school, we ensure that our curriculum, and the way that it is delivered, helps students to understand their rights and responsibilities at a local, national and global level. In the Spring and Summer term in Geography, students will consider the impact of migration including the right to asylum. In Art, students will use text art to highlight cultural information about an area and to help them express themselves, thereby considering their right to free speech. In PE, students will consider the right to health and the right to leisure as they focus on resilience, working with others and achieving their sporting potential. In DT, students will cover sustainable issues in design and look at the effect of plastic on the environment. In PBE, students will look at the right to beliefs as well as issues of globalization, inequality and colonialism, considering how society has changed and what rights are still not being met. In History, students will be analysing the causes of the World Wars and think about the impact of the Holocaust. In English, students will use short stories from around the world to better understand their global neighbours. Finally, in Maths, students will consider financial topics and think about how using maths can help them, and others, ensure their right to health and safety.

English

Head of Department: Ms Charlotte Robinson

crobinson@chestnutgrove.org.uk

Head of KS3 English: Megan Deery

mdeery@chestnutgrove.org.uk

Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

KS3 is a broad curriculum ranging from Oliver Twist to modern poetry, formal writing, to writing their own fiction and non-fiction texts. We aim to diversify the voices which are heard in our curriculum and allow our students to see themselves and their feelings represented. Students are encouraged to read independently, particularly unseen extracts, developing reading skills, in order to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts

Curriculum breakdown this term:

Spring Term:

Term 2a

Much Ado About Nothing: Students will read Much Ado About Nothing and develop their ability to write critically about how Shakespeare has explored themes and presented characters.

Term 2b:

Re-writing Myths: Using extracts from different myths as a model to re-write a myth from a different perspective.

Summer Term:

Term 3a

Revision: Students will revise the skills they have developed last half-term in preparation for their final EOY exams.

Poetry: Students will work on their analysis skills, developing an understanding of poetry.

Term 3b

Evaluating short stories: Students will read and evaluate the success of the methods used by a range of writers

Assessments this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Much Ado About Nothing Thematic Essay
2. Creative Writing – Re-writing of a myth
3. End of year exam: Creative writing (marks taken from Spring Term 2b) and Shakespeare essay
4. Evaluation: Evaluating how successfully a writer has created an effect within an extract

Spring Term Test Revision Checklist:

Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to identify structure techniques
- ✓ How to explain the effect on the readers

Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to write appropriately for different genres eg. fiction and non-fiction

What can you do to support your child in English?

- ✓ Supporting your children with their homework, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website

Wider reading and useful web-sites or activities to support learning:

www.samlearning.com

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

www.sparknotes.com

www.schmoop.com

Reading lists on the school website

Home Learning:

One homework set per week.

You can support your child by ensuring they are completing home learning assignments on time, and to a high standard. You can read through their home learning assignment and see whether it could be developed, or if there are any obvious errors.

You can encourage your child to read as much as possible at home.

Mathematics

Head of Mathematics: Mark Green:

mgreen@chestnutgrove.wandsworth.sch.uk

Head of KS3 Mathematics: Ms Martha Minall

mminall@chestnutgrove.wandsworth.sch.uk

Curriculum breakdown this term:

Spring Term:

- Solving linear equations
- Volume and Surface Area of prisms and cylinders
- Percentage Change
- Coordinates and Linear Functions
- Statistical Graphs
- Pie Charts

Summer Term

- Drawing and interpreting scatter graphs
- Review Number
- Review Algebra
- Review Geometry

Assessment this term:

End of chapter assessments and end of year assessment.

Spring/Summer Term Test Revision Checklist:

Students end of year assessment will be based on all topics taught in Y8. Their exercise books are the main revision tool. The review month is when teachers will show students how to revise using the worked examples in their book and provide appropriate worksheets for revision..

What can you do to support your child?

Provide a quiet place for your child to do their home learning.

Check their home learning diary each night to see what homework is being recorded.

To help instil a fruitful work ethic, it is imperative that students develop a good sleep pattern. Therefore we advise a restricted use of mobile phones and electronic games at night time.

Wider reading and useful web-sites or activities to support learning:

We use the Discovering Mathematics text book by Victor Chow, this is the Student Book 2C. Set 3 & 4 use Book 2B.

We encourage parents/careers to buy the Discovering Mathematics 2C or 2B workbook if possible, this will give your child further exercises they can complete at home. You can purchase these on Amazon.

Home Learning:

Your child's teacher will set home learning assignments on paper each week. If your child has difficulty completing home learning assignments because they do not understand the topic please encourage them to use the model answers in their exercise books and then see their maths teacher

Science

Head of Science: Mr Adam Gordon

agordon@chestnutgrove.org.uk

Head of Key Stage 3 Science: Ms Sophie Brooke

sbrooke@chestnutgrove.org.uk

Subject Description:

Science literally explains everything we come into contact with in our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills.

For one period a week year 8 students will study a "thinking science" module where we develop both scientific and general thinking skills. These lessons will be used to go back over topics covered under lockdown and the scientific content lessons and will better prepare students for the challenge of the reformed GCSEs. Whilst there will be practical application questions in our assessments no specific "thinking skills" revision will be required.

Curriculum breakdown this term:

Spring Term:

Evolve – opportunities for students to learn about DNA, reproduction, fertility and evolution
Chemical Apprenticeship – opportunities learn about chemical reactions and separation techniques.

Food Factory - opportunities for student to study biological reactions in plants and their significance in food chains and farming.

Summer Term:

Earth Science - opportunities for students to study the composition of our Earth, global warming, ozone layer depletion and pollution. They will be able to advise people on how to live a sustainable life now and in the future.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring:

1. Extended Task
2. One additional piece specific to each class

Summer:

End of Year Assessment (Week Beginning 23rd May) - Test on Waves, Evolve and Science Skills (Autumn topics), Chemical Apprenticeship and Food Factory (Spring topics)

Spring Term Test Revision Checklist: *(For the Spring Term Test in EBacc subjects only)*

Evolve:

- ✓ DNA
- ✓ Cloning
- ✓ Sexual reproduction
- ✓ Foetal development
- ✓ Asexual reproduction
- ✓ Evolution

Chemical Apprenticeship:

- ✓ Chemical and Physical reactions
- ✓ Combustion
- ✓ Separation techniques
- ✓ Chromatography
- ✓ Acids and Alkalis
- ✓ Reactions of metals

Food Factory:

- ✓ Structure of plant cells

Waves:

- ✓ Sound
- ✓ The ear
- ✓ Uses of sound waves
- ✓ Light
- ✓ Reflection
- ✓ Refraction
- ✓ Diffraction
- ✓ Splitting white light
- ✓ The eye
- ✓ Photocells
- ✓ Colour

Science Skills:

- ✓ Lab equipment
- ✓ Variables in an investigation
- ✓ Safety in the lab

- | | |
|--|---|
| <ul style="list-style-type: none"> ✓ Structure of the leaf ✓ Photosynthesis ✓ Osmosis ✓ Food chains, webs and pyramids ✓ Farming ✓ Respiration | <ul style="list-style-type: none"> ✓ Tables and units ✓ Drawing equipment |
|--|---|

Summer end of year Test

The summer exam will test on all content from the above modules which includes topics from the Autumn term.

What can you do to support your child in Science?

- Ensure your child is completing all home learning assignments set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a KS3 revision guide and workbook for consolidating work at home.
- Ensure your child understands how to access work if they have to self-isolate or shield and the process for continuing their studies if there is a future lockdown

Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- SAM learning
- Yr7-8 Collins KS3 Science revision guide ISBN: 978-0-00-756282-4 OR All-in-one revision & practice ISBN: 978-0-00-756283-1
- YouTube channels like asapscience and TedTalks

Home Learning:

- One piece per week that should take approximately 40 minutes to complete.

History

Head of Department: Ms Laura Adams
ladams@chestnutgrove.org.uk

Subject Description:

'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills; students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Curriculum Breakdown:

Spring Term 1: The Industrial Revolution leading into The British Empire

Spring Term 2: The First World War

Summer Term 1: The Second World War

Summer Term 2: The Holocaust (Anti Semitism throughout history)

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term:

Why do historians argue about the Industrial Revolution?

Comparison of interpretations of colonialism

How far do you agree with the statement 'lions led by donkeys when referring to British leadership throughout the First World War?'

Summer Term:

Why did the German people vote for Hitler?

End of year assessment

Spring Term Test Revision Checklist (EBacc subjects only):

Topic 1: Industrial Revolution

- 19th century interpretations
- 21st century interpretations

Topic 2: The British Empire

- Why did Britain develop an empire?
- Indian Mutiny
- Rhodes and Africa
- Great hunger in Ireland
- Opium wars
- Transportation
- African resistance to colonialism

End of Year Exam Revision Checklist (all subjects):

Topic 1: The Slave Trade

- Trade Triangle
- Who benefitted from the slave trade?
- Slave resistance
- Abolition

Topic 2: Industrial Revolution

- Changes in the IR
- Interpretations of the IR

Topic 3: The British Empire

- Why did Britain develop an empire?
- Indian Mutiny
- Rhodes and Africa
- Great hunger in Ireland
- Opium wars
- Transportation
- African resistance to colonialism

Topic 4: The First World War

- Causes of the FWW
- The Western Front and the Somme
- Haig- hero or villain?

What can you do to support your child in History?

- Discussions based on what students have learnt.
- Ensure home learning assignment is completed and to a high standard
- Help practice key vocabulary
- Show them the geography of Britain, make them aware of places and people outside of London. Also, show them where Britain is in relation to the rest of the world. Developing geographical literacy is imperative when we start looking at how Britain interacted with the rest of the world throughout history.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

Year 8 includes some potentially sensitive topics so giving your child space to reflect on the issues raised in class is very helpful.

Wider reading and useful web-sites or activities to support learning:

- www.bbc.co.uk/education
- www.history.com
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series
- BBC Teach history videos on YouTube

Home Learning:

- Set once a week (or tic tac toe style at the beginning of a half term)
- Students should spend 30 mins completing their History home learning assignment

Geography

Head of Department: Ms Rachael Robinson

rrobinson@chestnutgrove.org.uk

Subject Description:

'The CGA Geography curriculum enriches students understanding of the world to help them understand their experiences within local, regional and global systems; to empower them with geographical knowledge and skills to make informed judgements about the challenges the world currently faces, and to acknowledge their role in securing a sustainable future for the planet for all of humanity.'

The Key Stage 3 Geography curriculum at Chestnut Grove Academy aims to ensure students gain an understanding of the world around them, learning about how natural and human processes interact and are interdependent, at different scales. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand geographical processes and significant global issues. We aim to ensure that all students have the necessary tools and skills to develop an understanding of geographical enquiry and to engage with significant issues; students will therefore understand geographical concepts such as place, space, sustainability, risk, resilience, inequality, identity and interdependence. Students are encouraged to make connections between different aspects of geography to see synoptic links in their learning. Students will also learn key geographical skills such as numerical analysis, cartographic skills and form opinions and judgements on significant global issues to develop their critical thinking and evaluative skills.

Curriculum Breakdown:

Spring Term 1: Is there a sustainable solution to the climate crisis? (continued from Autumn 2)

Spring Term 2: Should we protect the cryosphere?

Summer Term 1: Why are the world's oceans important?

Summer Term 2: Is the geography of Russia a curse or a blessing?

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term:

Poster presentation: Is there a sustainable solution to the climate crisis?

Debate: Should Antarctica be protected?

Summer Term:

Exam: End of year assessment

Essay: Is the geography of Russia a curse or a blessing?

Spring Term Test Revision Checklist:

Checklists will be provided by class teachers closer to the assessment date.

End of Year Exam Revision Checklist:

Students will be assessed on content from throughout the year. Checklists will be provided by class teachers closer to the assessment date:

- Can a place be overpopulated?
- Is there a sustainable solution to the climate crisis?
- Should we protect the cryosphere?

- Why are the world's oceans important?
- Is the geography of Russia a curse or a blessing?

What can you do to support your child in Geography?

Ensure home learning is completed on time and to a very high standard.
Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start. <https://lizardpoint.com/geography/>

Wider reading and useful web-sites or activities to support learning:

We produce our own revision guides for exams to match our unique curriculum
Students should also make good use of Teams – all lessons should be uploaded in the Files section of class Teams for students to look through.
Students should also consider books to be the most useful and important source of revision, and therefore take care with their presentation and quality of book work.
Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

Fire at Sea (film – parental guidance advised)

Before the Flood (film)

This Changes Everything - Naomi Klein (book)

Adventures in the Anthropocene – Gaia Vince (book)

Prisoners of Geography: Ten Maps That Tell You Everything You Need To Know About Global Politics (book)

Home Learning:

Home Learning is set on a weekly basis (or tic tac toe style at the beginning of a half term) and includes knowledge revision, essays, short answer questions, research and skills tasks.

Students should spend 30 minutes a week completing their geography home learning.

French

Head of Department: Ms Helen Holding
hholding@chestnutgrove.org.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown, spring/ summer terms:

Spring: Going out, making excuses, clothes, going shopping, talking about food, talking about French meals, using the partitive article, preparing for party, shopping for food, eating at a restaurant.

Summer: talking about countries and languages, describing a holiday centre, booking a trip online, talking about a French speaking country, talking about friends, saying what you do with pocket money, talking about your plans for the summer holidays.

Assessments, spring/ summer terms: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test on clothes and shopping
2. Writing task on clothes and shopping
3. **Spring term translation assessment**
4. Vocabulary test on holidays
5. Reading and listening task on booking a holiday
6. **Summer term assessment**

Spring/summer Term Test Revision Checklist:

- ✓ going out
- ✓ making excuses
- ✓ clothes
- ✓ going shopping
- ✓ talking about food
- ✓ talking about French meals
- ✓ using the partitive article
- ✓ shopping for food
- ✓ eating at a restaurant
- ✓ countries and languages
- ✓ holiday facilities
- ✓ describing a friend
- ✓ near future tense

What can you do to support your child in French?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their home learning assignments to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdqxn> BBC Bitesize
www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Home Learning:

Home Learning Assignments are set once a week and is either a learning assignment where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Spanish

Head of Department: Ms Helen Holding

hholding@chestnutgrove.org.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown, spring/ summer term:

Spring: Saying where you went on holiday, saying how you travelled, saying what you did on holiday, giving a presentation about holidays, use of the preterite tense, talking about mealtimes, shopping for food, eating at a restaurant, talking about a special meal.

Summer: Talking about clothes and school uniform, planning a trip to Argentina, talking about shops in Barcelona, describing a city, giving and asking directions.

Assessment, spring/ summer term (*The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme*):

1. Vocabulary test – countries and modes of transport
2. Reading home learning – past tense holiday, where you went, what you did etc.
3. **Spring term translation assessment**
4. Vocabulary test – clothes and descriptions
5. Reading task – on a Spanish speaking city
6. **Summer term assessment**

Spring/ summer Term Test Revision Checklist:

- ✓ Countries and holidays vocabulary
- ✓ The past tense of all verbs to do with holidays
- ✓ mealtimes
- ✓ shopping for food
- ✓ eating at a restaurant
- ✓ clothes
- ✓ shops
- ✓ directions

What can you do to support your child in Spanish?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their home learning assignments to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdqxb> BBC Bitesize
www.linguascope.com Login details for Linguascope available via your child's class teacher.

Home Learning:

Home Learning assignments are set once a week and is either a learning assignment where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Art

Head of Department: *Mr James Wildman*

jwildman@chestnutgrove.org.uk

Head of Art: *Mr Hugo Marx*

hmarx@chestnutgrove.org.uk

Subject Description:

- To provide a learning experience which supports a lifelong interest in visual and tactile expression, both through students own creative journey and through the appreciation of the work of others.
- To provide a sound grounding in art, craft and design, covering core skills and concepts which equip our students to be assured in concepts of visual literacy at a level to support their education at key stage four and higher in art, craft and design and the wider curriculum
- To ensure access to a range of media, formats and disciplines, including traditional and digital.
- To provide learning opportunities which promote dexterity and physical/spatial problem solving, particularly by ensuring access to 3D formats and materials.
- To equip students with the vocabulary, both visual and language based, to critically evaluate their own and others' work.
- To inspire knowledge and appreciation of the role of art and design in the creation of culture.
- To encourage inclusivity through study and access to a wide range of art, craft and design heritage, reflective of an inclusive range of time, belief, gender and ethnicity, and drawn from both Western and Non-Western cultures.
- To realise the significant financial contribution of art, craft and design industries in the UK economy whilst raising awareness of career choices.

Curriculum breakdown this term:

This half-term, students will finish their first project of year 8 titled 'Man-Made Object'. This project is designed to extend the key principles and techniques covered in year 7 work, whilst introducing students to new and more challenging processes; with a focus on more advanced techniques in tonal work, colour theory and 3D processes.

This half-term will be spent creating a large-scale acrylic painting of their clay sculptures, focusing on painting technique and the importance of sustained pieces within art. After the half-term break, students will begin their second project 'Natural Forms'.

ESSENTIAL LEARNING

- Understanding of shading technique extended to include **blending and layering with colour pencil—to include optical colour mixing**
- Clay building techniques extended to include **slab building and/or coiling/pinch pot construction**
- Building on tonal matching/gradation in painting to render form—**grisaille/monochrome painting** as jumping off point
- Painting technique extended to include **complementary/harmonious colour mixing for highlights and shadows, instead of primarily black white**
- The use of **construction lines, geometry and grid drawing to create proportional accuracy.**
- Basic use of perspective and **foreshortening** to create depth in compositions

- How to make varied and sensitive use of line, form and visual and tactile texture, when drawing, painting and working with clay.
- How to use **mark-making and shading** to render surface and form (tone) in 2D and 3D.
- **Introduction to abstract concepts and multiple view-point approaches**
- The **role and purpose of a sketchbook** as a means of researching, recording, preparing, planning and evaluating work.

Assessment this term:

Each half-term, students will have 1 major outcome marked against the KS3 mark scheme (modelled against GCSE assessment objectives and grading system), and their ELP marked. ELP: Extended Learning Project is a piece of homework they have an entire half term to complete, with the expectation of 2 hours minimum spent on creating this. This work will either be a 'Critical and Contextual' assignment or a 'Visual Response' (artist research or art outcome). This amounts to 4 major pieces of marking per term. At the end of the project, a final mark will be awarded against the KS3 assessment objectives.

What can you do to support your child in Art

Students will be encouraged to complete wider reading at home. Text which allows students to explore the many different types of still life, traditional and contemporary would influence more independent outcomes. To visit relevant exhibitions, to enrich the cultural capital of the students would be wonderful.

Ensure that home learning is completed to the best of your child's ability. To encourage students to participate in extracurricular Art clubs.

Wider reading and useful web-sites or activities to support learning:

New British Artists	www.newbritishartists.co.uk
Photographers' Gallery	www.photonet.org.uk
Royal Academy	www.royalacademy.org.uk
The Artchive	www.artchive.com
The British Museum	www.britishmuseum.org
Crafts Council	www.craftscouncil.org.uk
Gagosian Gallery	www.gagosian.com
Museum of Modern Art	www.moma.org
National Gallery	www.nationalgallery.org.uk
National Portrait Gallery	www.npg.org.uk
Tate online	www.tate.org.uk
Victoria and Albert Museum	www.vam.ac.uk
White Cube	www.whitecube.com/
Whitechapel Gallery	www.whitechapelgallery.org/
Dulwich Picture Gallery	www.dulwichpicturegallery.org.uk/

Home Learning:

Home Learning:

See above for ELP details. An email will also be sent to parents to inform them of this new approach to homework within the art department, the high expectations and requirements for the submission of the work, and the sanctions for failure to complete the work to expectations of CGA.

Design and Technology

Head of Department: Mr Wildman

jwildman@chestnutgrove.org.uk

Subject Description:

Design & Technology at Key Stage 3 focuses on four key areas: research, designing, making and evaluating.

Research

- Understanding and analysing the design context.
- Analysing relevant existing products or systems relating to design intentions.
- Target market identified and the intended consumer/user profiled.

Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

Making

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.

Curriculum Breakdown:

Spring Term 1 and 2: Due to workshop restrictions last year students were unable to work in the D&T workshops so the Spring and Summer term will be introducing students to this new learning environment. Students will be using hand tools and equipment to produce a 'blockbot' toy. They will be learning how to use coping and tenon saws and understand how to cut with precision. Students will also learn about timbers and their working properties.

Summer Term 1: Students who haven't taken part in food lessons will be introduced to our 'cooking and nutrition' curriculum. The rest of Year 7 will be doing a product design project which looks at using CAD and CAM to produce an item of jewellery. They will also learn about polymers and their working properties.

Summer Term 2: Students will continue with their cooking and nutrition/CAD and CAM lessons for duration of this half term.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring and Summer Term: Progress grades will be based on in-class research, designing and making. A detailed evaluation using the PINS method (positives, improvements, negative and summarizing) will also be assessed.

Students will also write weekly/fortnightly evaluations for their dishes prepared/cooked/baked in cooking and nutrition lessons.

End of Year Exam Revision Checklist (all subjects):

- Identifying materials and properties (wood and polymers).
- Three areas of the design process (research, designing and evaluating).
- Manufacturing and production methods (equipment and tools related to the projects this year).

What can you do to support your child in D&T?

- **Visit exhibitions and galleries** which would keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to help prepare meals** to develop their cooking skills.
- **Encourage your child to practice drawing skills** at home – looking at objects and products around home.

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Home Learning:

In Key Stage 3 students will receive home learning assignments twice a half term and once a week in Key Stage 4. These assignments are often theory based and backup the practical element of D&T we complete in lesson times.

Physical Education

Head of Department: Mr James Tobin – HOD

jtobin@chestnutgrove.org.uk

Subject Description:

The program of study builds on the knowledge, understanding and skills established in your primary school. It will give you exciting opportunities to be involved in a number of different physical activities. You can perform in one or all of the following roles: player/participant, leader or official. You will learn to: develop your knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve your own development in a variety of roles, identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Curriculum Breakdown:

Spring Term : Rotation of Badminton, Football, Fitness, Athletics, Hockey, Netball. Each group to follow a unit on each activity learning basic skills and an introduction to tactics and rules of the activity. Students will cover 4 of the above activities this term, where possible students will not repeat any activities from the Autumn term.

Summer Term 1: Rotation of activities between, Fitness, Rounders, Athletics, Cricket, and Softball, Each group to follow a unit on each activity learning new skills refining skills tactics and beginning to develop leadership skills. Where possible students will not repeat any activities from the Autumn term.

Assessments:

In Physical Education, you will receive detailed feedback, linked to a mark scheme / criteria in line with the performance indicators for each area of activity, modified from the GCSE PE specification, to which you will make MRI responses on the following teacher assessments in each activity area. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability. There is no written end of year assessment in PE.

What can you do to support your child in Physical Education?

Parents can help and support learning by:

- Ensuring PE kit is brought to every lesson and is clearly marked with student's name
- Encouraging physical activity as part of a healthy lifestyle,
- Encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.

The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.

Wider reading and useful web-sites or activities to support learning:

We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion in a live or televised is beneficial to understand the rules conventions and appreciate high level performance.

Watching YouTube videos of high-level performance and the numerous coaching Vlogs. Reading sporting biographies and keeping up to date with sporting current affairs through newspapers, magazines and websites.

Home Learning:

A wide range of extracurricular clubs run throughout the term, please see the school extracurricular calendar for full details of times and locations.

Music

Head of Music: Ms Katherine Striesow

kstriesow@chestnutgrove.org.uk

Subject Description:

Throughout KS3 students are taught Music for one hour each week. Lessons focus on three main strands of learning; Performing, Composing and Appraising. Students learn about different musical genres and traditions as well as developing their vocal and instrumental skills. Music Technology skills are further developed in our dedicated MAC suite. We also encourage all students to learn the basics of reading musical notation and traditional aural skills. This work is further supplemented by our extensive Extra Curricular programme (see website and newsletter for details).

Curriculum breakdown this term:

Spring Term

Rap Music

Students will understand the key aspects of rap. Students will create their own backing track using Logic ProX including such music production techniques as filtering, reverb and delay, automation and EQ. Students will learn how to sample music.

Periods of Classical Music

Students will learn the fundamentals about the Baroque, Classical and Romantic Periods of Music. Students will develop their understanding through performance of three famous pieces of music.

Summer

Reggae

Students will learn about the history of Reggae and create a performance of a reggae song.

4 chord songs

Students will work in groups and choose a piece they would like to perform as an ensemble.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

- Detailed infographic on the History of Rap Music

Practical assessments in class are completed at the end of each unit. These are marked against stepped success criteria and students are then given a progress grade. This term students will complete:-

- *Individual keyboard performance*
- *Paired compositions on Logic Pro*
- *Group performances.*

End of Year Exam Revision Checklist (all subjects):

Reggae – identification of key elements and general listening skills.

Periods of classical music – identification of music from each of the periods and ability to use keywords correctly to describe the music.

Music Technology – a range of questions based on the techniques they have learnt using Logic Pro

What can you do to support your child in music?

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.
- Once per half term, listen to a music clip together and assist your child by asking....
“What instruments can you hear? Is it fast, slow? What mood does it create? Why? Who is the intended audience? Why? Do you like it? Why/why not? What are the dynamics?
Why has the composer or performer done that? What features does it have from the style you are studying?”

Wider reading and useful web-sites or activities to support learning:

- ABRSM theory app, free
- Ultimate guitar tab for song sheets
- Free concerts at south bank and various locations (TimeOut website)
- Horniman museum music lab, Forest Hill

Homework:

- *Learning key vocabulary*

Drama

Head of Drama: Lucinda Merritt
lmerritt@chestnutgrove.org.uk

Subject Description:

Students will have one lesson of Drama a week, every other half term in Year 8. Drama schemes of learning develop students' knowledge and understanding of Drama as well as their skills in performance and design.

Students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of learning will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

Curriculum Breakdown:

Spring Term – Macbeth

In role students will conduct an inquiry into the events of Macbeth, they will engage with 'evidence' and 'testimonies' (extracts from the play) to determine who or whom is responsible. The inherent themes in the text are universal and will provide a forum for debate, critical thinking, questioning and performance. Students will use thought track, flashbacks, crosscutting and soliloquies to devise performances.

Summer Term - Noughts and Crosses

A play by Malorie Blackman that depicts a fictional dystopia where racial inequality is flipped on its head. Students will explore the themes of inequality and power and consider how they may interpret the script for performance using voice, physicality and production elements such as sound, lighting and staging.

Assessments: *(The key pieces of work upon which your child will receive feedback linked to a mark scheme)*

Autumn/Spring Term: Students will be assessed on their practical work and final devised performances. Students will receive a practical assessment record feedback booklet with feedback on their devising, performance and evaluative skills, their progress, resilience and written homework task.

Summer Term: Students sit a written exam in the style of the GCSE drama exam evaluating a piece of live theatre

End of year exam revision checklist:

- Drama terminology sheets
- Drama evaluative writing frame

What can you do to support your child in Drama?

Encourage your son /daughter's full participation in Drama and support them to do their home learning assignments.

Activities to support learning:

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

Home Learning:

Spring and Summer Term:

There is one home learning assignment per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

Summer Term:

Students will need to revise for the written exam using their revision booklets that include relevant subject terminology and an evaluative writing frame.

Dance

Head of Dance: Ms Charity Atkinson

catkinson@chestnutgrove.org.uk

Subject Description:

Throughout KS3 students develop their skills in the three key areas of dance: performance, choreography and analysis/evaluation. They explore a variety of dance styles at KS3 including African, Bollywood, Jazz, Contemporary, Social Dance, Physical Theatre and Hip-Hop. Students also use these styles to create their own work.

Through each unit students not only develop their dance specific skills such as creating, performing and analysing, they also build a range of transferable skills that they can take into their other lessons and beyond. Skills such as teamwork, planning, communication and social skills, self-management and adaptability.

Students study Dance on a rotation with Drama. They will receive 3 half terms of Dance and 3 half terms of Drama.

Curriculum breakdown:

Spring Term: Bollywood Dance

Students will explore Bollywood dance. They will learn about the history of the style, it's key features and what they style looks like today. Using this they will learn and create their own pieces of Bollywood inspired dance in groups, using a variety of actions, spacing, dynamics, relationships, and choreographic devices.

Summer Term: Social Dance

Students will explore social dance. They will learn about the history of social dance, the development of the style and how it is shared today through social media platforms. Using this they will learn and create their own TikTok dance in groups using actions, space, dynamics, relationships and choreographic devices.

Assessment this term: *(The key pieces of work on which your child will receive detailed feedback linked to a mark scheme)*

Practical assessment focusing on choreography, performance and analysis. They will be given a Step grade for each component, a behaviour and resilience score and then an overall progress grade.

What can you do to support your child in Dance?

Ensure your child has their kit for dance lessons – school PE T-shirt, plain black tracksuit bottoms or PE shorts, clean trainers or dance shoes.

Ask your child to show you what they have learnt/choreographed in class and encourage them to rehearse at home.

Encourage your child to participate in an extra-curricular dance club

Watch dance with your child either by going to the theatre, on tv or through youtube. Have discussions with your child about the dance you've seen.

Wider reading and useful web-sites or activities to support learning:

<http://www.sadlerswells.com/>

Watch clips from dance companies on YouTube to gain ideas for choreography

South Bank Centre often periodically runs free dance workshops in a variety of different dance styles – see website for details <http://www.southbankcentre.co.uk/>

Home Learning:

Research tasks focusing on learning more about the style of dance they are exploring.

Philosophy, Beliefs and Ethics

Head of Department: Ms J Taylor-Campbell
jtaylor-campbell@chestnutgrove.org.uk

Subject Description:

England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves.

Curriculum Breakdown:

Spring Term 1: Legacies of Enlightenment, including the rise of capitalism and the development of scientific racism

Spring Term 2: Islam, including the study of fasting and of Hajj

Summer Term 1: A world without God, including the study of the scientific method and the rise of secularism

Summer Term 2: Hinduism, including the study of Brahman and vegetarianism

Assessments (*The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme*):

Spring Term: 9-mark question on Enlightenment; Assessment on Enlightenment and Islam

Summer Term: 9-mark question on humanist beliefs; Assessment on Humanism and Hinduism

End of Year Exam Revision Checklist:

- Key Christian concepts: Incarnation, Resurrection, Trinity and Salvation
- Beliefs surrounding life after death
- The scientific method and evidence for evolution
- Arguments of design and evil
- Hindu beliefs: Trimurti, reincarnation and karma
- Arguments surrounding vegetarianism

What can you do to support your child in PBE?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.
- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. **Big Questions from Little People... Answered By Some Very Big People**

Law, S. **The Philosophy Gym**

Vardy, P. & Arliss, J. **Thinker's guide to God**

Dawkins, R. **The God Delusion**

Armstrong, K. **The Case for God**

Cave, P. **Humanism: A Beginner's Guide (Beginner's Guides)**

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**

Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**

Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**

Parry et al. **AQA Religious Studies Specification A**

Vardy, P. **The Puzzle of God**

Home Learning:

Students will either be set a home learning assignment every fortnight or a project that will span between 3 and 6 weeks.

Health

Head of Department: Ms J Taylor-Campbell
jtaylor-campbell@chestnutgrove.org.uk

Subject Description:

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Curriculum Breakdown:

Spring Term 1: Bullying and bystanders including lessons on self-esteem and conformity

Spring Term 2:

Summer Term 1: Looking after our health, including the study of mindfulness and anger management

Summer Term 2: Violent relationships including lessons on consent, trafficking, modern slavery and domestic abuse

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Allen

Wider reading and useful web-sites or activities to support learning:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

Home Learning:

Students will be set a project every half term.