

## International School Audit

### Subject: RE

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	<p>Year 7 we spend a term studying Islam, both beliefs and how they are practiced in modern society. We also spend a term looking at people who changed the world which encompasses people from a variety of cultures and countries.</p> <p>In year 8 we spend a term studying Hinduism, again both beliefs and practices in modern society. We also spend a term looking at religion, peace and conflict which spans countries and cultures other than our own. We also study Judaism for a term, incorporating elements from the Hebrew language.</p>	<p>25% of the exam is based on Judaism – both beliefs and teachings, and how we see this reflected in practices. The local Rabbi comes into school every year for year 10 students to experience Jewish practices 1<sup>st</sup> hand.</p> <p>Lots of the Catholic teachings are in Latin, and the origins of these words are often explored, and then related to other languages where appropriate e.g. Spanish, French.</p>	<p>Develop an understanding and appreciation of continental Philosophical and Theological Traditions [Descartes, Aquinas, Freud...] including non-English technical language</p>
<i>To encourage greater involvement in environmental issues</i>	<p>This is embedded throughout KS3 when looking at stewardship in Christianity and the teachings of Islam, Hinduism and Judaism.</p>	<p>The “Creation” unit, students learn about CAFOD’s involvement in caring for the environment, and how this reflects the Catholic teaching on stewardship.</p>	<p>Ethical considerations and tools [Categorical Imperative etc] applied to a range of scenarios. A level business ethics – the impact of decisions on the environment.</p>
<i>To develop curiosity about other cultures</i>	<p>This is done throughout the studies of different religions and different people as detailed above.</p>	<p>As above in box 1.</p>	<p>Understand how cultures interplay e.g. effect of Greek thought on first century Palestine</p>

<p><i>To enable children to experience daily life in other countries</i></p>			
<p><i>To promote the use of ICT in meaningful contexts for the development of communication skills</i></p>	<p><b>Year 7 and 8 are often given homework tasks which require the use of ICT research skills and also ICT presentation skills by the use of ppts. Occasionally class work will be in an ICT room in order to use these skills as well.</b></p>	<p><b>Students are often given research-based tasks as h/w or occasionally class work, where they must create PPT's for</b></p>	<p><b>As a research-rich A Level subject, appropriate use of ICT is integral to the subject, as is high level 'search' and 'sift' skills to ensure information is processed from data to understanding.</b></p>
<p><i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i></p>	<p><b>In year 7, 1 of the 6 terms is used to study the house patrons as examples for these concepts e.g. Martin Luther King, Dietrich Bonhoeffer, Maximilian Kolbe etc. We also celebrate the personal heroes of the students. Also, another of the terms is used to explore People who Changed the World focussing on moral action. In year 8 we spend 1 of the 6 terms on the topic Community Cohesion encompassing all these concepts.</b></p>	<p><b>In the "Themes" exam paper, ethical issues such as racism and discrimination are studied. Equality is promoted through learning about responsibilities of wealth, and exploitation. Equal opportunities are promoted through studying the dignity of the human person.</b></p>	<p><b>Understanding and appreciation of Abrahamic traditions [Christianity, Judaism, Islam]. Recognition of the role of religion in both promoting community cohesion but also, in extremis, in being divisive.</b></p>

## International School Audit

### Subject: English

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	In year 7, we look at the cultural history of Ancient Greece as we explore Greek myths. In year 8 we explore Japanese haiku poems and the Japanese poets Matsuo Basho and Kyoshi Takahama, and read the short play <i>Hannah and Hanna</i> which focuses on Kosovan refugees arriving in the town of Margate.	Our Poetry Anthology has a selection of poems from different cultures. Of particular importance here is Agard's poem 'Checking Out Me History' which deals with the development of the dialect Patois.	In the Poetry collection we have a poem that deals with the development of Punglish – as a result of sub-continent migration. The textual choice includes writings from 1950s post-war America and more contemporary focus on women within Muslim society (K.Hossen's 'A Thousand Splendid Suns')
<i>To encourage greater involvement in environmental issues</i>	Students in year 8 have the opportunity to write a short drama script on topical issues. Discussion and analysis of Roger McGough's poem <i>The Lake</i> , which presents a vision of the effects of pollution.	Paper 2 in Language, GCSE, deals with writing to opine. To that end a teacher in the department selects a broadsheet topic each week and sends to students. This will include writings around environmental issues. Textually, the development of smog in late 19 <sup>th</sup> century Britain (Dr Jekyll and Mr. Hyde) and topical issues to do with pollution around this.	Two-pronged: metaphorically the close link between man and nature is studied in 17 <sup>th</sup> and 19 <sup>th</sup> century Literature and more recent would be Nagra's poem (Look We Have Coming To Dover) on 'diesel-breeze' and how industry impacts on nature.
<i>To develop curiosity about other cultures</i>	In year 7, we consider questions of cultural identity through the poem "Island Man" by Grace Nichols, and in year 8 we consider changing attitudes towards race in the media.	As noted above, this is particularly pertinent in the Anthology with a section of mixed-race writers who represent both British culture	Very evident in Hossen's text as noted above, where the perspective of different castes are explored in his text and applied critically, topically and personally. In a drama text

		and the indigenous culture of their parents.	(Williams' A Streetcar Named Desire) the development of immigrant post-war culture is explored.
<i>To enable children to experience daily life in other countries</i>	Through poems from other cultures (see above). Some sets may study the novel <i>Bog Child</i> , set in Northern Ireland.	Evident in the articles that are used for writing to opine. These are often from the perspective of children outside of Britain: immigration issues, camp life and articles by 'Doctors without Borders' which highlights the plights of children in war-torn countries.	As noted, above.
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>	Occasional opportunities to present to the class using Powerpoint and other media, especially in the "Cult of Celebrity" scheme of work in year 8.	Each Year 11 student receives – electronically – opining articles each week.	
<i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i>	Visits from heads of local charities; charities for homelessness spoke to Year 8 students this half-term to raise awareness of plights of homelessness.	Discursive and philosophical discussions with regards to points raised above. This is encouraged through the use of P4C skills (enquiry-based classrooms)	Discursive and philosophical discussions with regards to points raised above. This is encouraged through the use of P4C skills (enquiry-based classrooms)

## International School Audit

### Subject: Geography

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	At KS3 we study a range of different countries such as China, India, Russia, Brazil etc. As part of this we look at culture/languages/population of each individual country. We look at deforestation in the Amazon basin and the impacts this has on indigenous tribes and their culture. We also look at the one child policy and the impact of that upon China and especially it's impact on female population	The study of Brazil and Nigeria as part of the Urban world unit of work. For both case studies we explore the idea of development in each country looking at the social, economic and environmental issues that development causes.	We look at globalisation and how it impacts on people and other cultures. We look at the emergence of a dominant western culture. We also look at the impacts of global super powers on the economy. We also study specific countries and areas within the country and how they are being regenerated.
<i>To encourage greater involvement in environmental issues</i>	Discussions on the following: <ol style="list-style-type: none"> <li>1. Pollution in China</li> <li>2. The impact of climate change on cold environments</li> </ol>	Discussion and debates on issues such as <ol style="list-style-type: none"> <li>1. Climate Change and the effect it is having on poorer nations</li> <li>2. Palm Oil extraction and the impact it is having on Malaysia rainforest</li> <li>3. Pollution due to increased urbanisation in poorer parts of the world</li> </ol>	We look at how coastal erosion and sea level rise alter the physical characteristics of coastlines and increase risk
<i>To develop curiosity about other cultures</i>	Many of our KS3 topics develop curiosity for other places e.g. Russia, China and Brazil units	We look at Cold Environments and how people adapt to live in these areas, photos and videos of these	We look at how different cultures see tectonic hazards as acts of god and how they

		remote wildernesses are shown to students to create a sense of wonder	accept fatalism as part of their culture
<i>To enable children to experience daily life in other countries</i>	Role plays for different scenarios e.g. An Earthquake has occurred, and your home has been destroyed or you're a child who lives in Syria how do you feel	We show videos of what it is like to live in Favelas in Rio as a child	We show videos of what it is like to live in hazard prone areas e.g. areas that experience a lot of tectonic activity - Indonesia
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>	Students do research projects on different countries and cultures and countries, they then present their findings in front of their peers.	Researching information on different countries e.g. Svalbard (Culture, challenges and opportunities) and presenting it in front of their peers	Research of articles online for chosen topic of A Level e.g. Hazards.
<i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i>	We discuss topics such as human rights in many of our units e.g. China and the one Child Policy	We discuss children's rights in places where globalisation has occurred and how it is impacting on their lives.	We study a topic called migration, identity and sovereignty where we explore the causes and consequences of migration and the role of organisations in dealing with global issues such as trade, environmental issues and conflict resolution.

## International School Audit

### Subject: Health and Social Care

Key objective	KS4 & KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	<p>Explore diversity and benefits of diversity within HSC sectors.</p> <p>Explore use of advocates, translators and interpreters</p> <p>Explore positive discrimination in relation to HSC sector</p> <p>Explore how NHS provides support for services users of different cultures</p> <p>Explore how different cultures have an impact on how we plan and implement care for people from different cultures</p> <p>Explore how different culture are accepted within a British society and the benefits of living in a multicultural society.</p> <p>Explore discrimination of those from different cultures and how we can tackle discrimination</p> <p>Explore influential people within HSC from different cultures</p> <p>Exploring different festivals and traditions of all cultures</p>
<i>To encourage greater involvement in environmental issues</i>	<p>Exploring HSC issues around the world and the impact they have in our society</p> <p>Discussing potential problems facing the world when trying to move to a multicultural society</p> <p>Explore how different countries around the world embrace different cultures and the impact that this has</p> <p>Talking about protecting the environment from a health perspective (World health organisation)</p> <p>Talking about volunteering with HSC and the impact this has</p> <p>Explore informal support and the impact this has from a health perspective</p>

<p><i>To develop curiosity about other cultures</i></p>	<p>Exploring different countries of interest when it comes to health and well being  Exploring the different illnesses that are in different countries and the impact it has in Britain  Exploring the benefits of travel and embracing different cultures  Comparing health systems across all countries and exploring the positives and negatives of all  Exploring how global health plans have an impact within our country  Exploring work opportunities with HSC in different countries</p>
<p><i>To enable children to experience daily life in other countries</i></p>	<p>Exploring living conditions in different countries  Exploring education systems in other countries  Exploring festivals and religious events  Exploring diets in other countries</p>
<p><i>To promote the use of ICT in meaningful contexts for the development of communication skills</i></p>	<p>Researching information on different cultures and applying that information into their coursework and assignments with examples specific to HSC.</p>
<p><i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i></p>	<p>See information above – main unit which covers this topic is KS5 Unit 5 (equality, diversity and rights)</p>

## International School Audit

### Subject: Maths

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	<p>Use of mathematical methods from other cultures eg Japanese long multiplication, how trig is taught in other countries</p> <p>Maths Mastery programme inspired by the success of maths teaching in Shanghai and Singapore</p>	<p>Geometrical patterns from Islamic Art, Celtic knot work</p> <p>Discussion of origins of Maths eg Pascal's/the Chinese triangle, Ancient Greek theories and mathematicians, Egyptian set square</p> <p>Problem solving activities eg flying routes round the world using Pythagoras</p>	<p>Examples of the catenary function in real life eg Sagrada Familia</p> <p>Statistics large data set uses weather information from a variety of countries across the world</p>
<i>To encourage greater involvement in environmental issues</i>	Interpretation of data to analyse environmental impact	Applying mathematics to real life problems eg minimising waste	Analysis of change in weather patterns over time to identify potential environment issues
<i>To develop curiosity about other cultures</i>	<p>Investigating Babylonian Maths using different bases</p> <p>Use of eg Indian Finger Maths</p>		
<i>To enable children to experience daily life in other countries</i>			
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>	We use ICT routinely		

<i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i>		<b>Discussion of these as they arise</b>	

## International School Audit

### Subject: MFL

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	<ul style="list-style-type: none"> <li>Facts about France</li> <li>French comic books</li> <li>The French language across the world (francophone countries)</li> <li>Famous French people</li> <li>Learning about Paris</li> <li>Learning about a French school</li> <li>French TV programmes</li> <li>Celebrating Christmas/Easter in France</li> <li>Giving opinion on school uniform</li> <li>French regional culinary specialities</li> <li>Colloquialisms</li> <li>History of the French revolution</li> <li>History of WW2 (D Day)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about sports and famous French speaking sport people</li> <li>Talking about books and reading</li> <li>Talking about TV programmes in France</li> <li>Talking about famous French actors and films</li> <li>Talking about food for special occasions</li> <li>Describing festivals and traditions</li> </ul>	<ul style="list-style-type: none"> <li>History, the arts and French literature</li> <li>Discovering the key periods, events and iconic figures of the 20<sup>th</sup> century</li> <li>Understanding the French resistance</li> </ul>
<i>To encourage greater involvement in environmental issues</i>	<ul style="list-style-type: none"> <li>Discussing world issues</li> <li>Human right activists</li> <li>Children's rights</li> </ul>	<ul style="list-style-type: none"> <li>Discussing problems facing the world</li> <li>Talking about protecting the environment</li> <li>Discussing ethical shopping</li> <li>Talking about volunteering</li> <li>Discussing big events and giving arguments for and against</li> </ul>	<ul style="list-style-type: none"> <li>Examining the motivations of humanitarian workers and the anti-globalisation movement</li> </ul>

<i>To develop curiosity about other cultures</i>	Schools in different countries Culinary specialities in francophone countries Holidays in France	Talking about key places to visit in France Comparing schools in UK and French speaking countries	Talking about festivals, public holidays and traditions in French speaking countries
<i>To enable children to experience daily life in other countries</i>	French exchange: students visiting our partner school in Creon and staying in French families	<b>Topics studied at GCSE (Module 3)</b> Describing daily life in France and francophone countries Talking about food for special occasion Describing family celebrations Describing festivals and traditions Booking and reviewing hotels Ordering food in a restaurant	Talking about French elections
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>	Projects with French partner school: Match up photos and descriptions of French students via a website called padlet Making a video to introduce our school to French students Make a presentation of their town with photos and key places to visit	Researching information and presenting festivals and traditions in French speaking countries	Research of articles online for chosen topic of the A Level speaking examination
<i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i>	Religion in France Human rights Children's right	Talking about volunteering	Talking about multicultural France and discrimination Act/work against racism Immigration and integration Voluntary work Examining poverty in the world Talking about a world conflict Talking about genocide

## International School Audit

### Subject: Music

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	<b>Reggae Jamaica (Cultural)</b>	<b>Blues (Africa/American) Cultural</b>  <b>English Folk Music</b>	<b>Jazz</b>
<i>To encourage greater involvement in environmental issues</i>			
<i>To develop curiosity about other cultures</i>	<b>Enola Gay – the song lyrics cleverly question the need for America to use the bomb to finish the second world war. Some context behind this explored.</b>	<b>Some exploration of Indian Classical music</b>	<b>Some cultural context behind Jazz is explored</b>
<i>To enable children to experience daily life in other countries</i>			
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>			

<i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i>	All students treated equally, all perform in respectful environments and students are taught how to be a respectful and appropriate audience as well as how to perform effectively	<b>ALL GCSE students have opportunities to participate in school concerts</b>	<b>All A level students have equal opportunities to perform in school concert</b>
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## International School Audit

### Subject: Physical Education

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	Recognise when these sports occur and what countries are competing well at that time with regards to the most relevant international competitions that take place for examples; Olympic Games, common wealth games, relating sports to other countries, international athletics, FA leagues and players, world cup competitions.	Building on knowledge from practical sports from KS3 but at GCSE we look at; factors affecting participation, culture, rules and regulations in other sports around the world, health and well being around the world, commercialisation of sport, media and sport, national sporting behaviours, how people train in other countries.	Btec sport Professional development of sport nationally and internationally, sports leadership styles looking at cultures, Athletes lifestyles, finance in sport looking at local and national trends and promotions.
<i>To encourage greater involvement in environmental issues</i>			Report and research about the impact socially, financially and environmentally that large competitions have on the hosts eg Olympics, commonwealth games, world cups etc
<i>To develop curiosity about other cultures</i>	Experience and play sports that are not typical of England, Handball, Dodgeball, Softball etc	Provide further opportunities to play and referee sports that are not typical of England, Handball, Dodgeball, Softball etc	Organise and competitions that are for sports usually experienced or seen in other countries and not typical of England sport or PE lessons.

<p><i>To enable children to experience daily life in other countries</i></p>	<p><b>Sports tours and ski trips abroad to Spain, Holland, Italy and Slovakia and integrating and playing against schools/students of that culture/country</b></p>	<p><b>Sports tours and ski trips abroad to Spain, Holland, Italy and Slovakia and integrating and playing against schools/students of that culture/country</b></p>	<p><b>Sports tours and ski trips abroad to Spain, Holland, Italy and Slovakia and integrating and playing against schools/students of that culture/country Slovakia students to play and interact in sports lessons with 6<sup>th</sup> formers here.</b></p>
<p><i>To promote the use of ICT in meaningful contexts for the development of communication skills</i></p>		<p><b>Researching and presenting the different cultures and opportunities in sport in other countries.</b></p>	<p><b>Researching, presenting and report writing on the various career pathways from school to profession locally and internationally for sport</b></p>
<p><i>To provide an added opportunity for the promotion of equal opportunities, racial equality, community cohesion and Citizenship</i></p>	<p><b>Rules and regulations in sport with regards to fairness and equal opportunities in sport.</b></p>	<p><b>Looking at and using topical debates about racism in sport, sexism in sport and how NGB's address the situations that arise</b></p>	<p><b>Debating and reporting about the various history of racism and sexism in sport to present day with regards to national and international games and sports and competitions</b></p>

## International School Audit

### Subject: Science

Key objective	KS3	KS4	KS5
<i>To provide an informed awareness of countries, cultures and languages other than our own</i>	History of vaccination and variolation Universal language of chemical symbols (periodic table)	History of vaccination on variolation Greek symbols (alpha, beta, gamma) Systeme international (SI units)	Systeme international (SI units) Etymology of words IUPAC
<i>To encourage greater involvement in environmental issues</i>	Renewable and non-renewable fuel sources Recycling Global warming/climate change	Chemistry – Chemistry of the atmosphere Ecology Renewable fuels GM crops Nuclear fuels	Effects of farming Ozone layer and global warming GM crops Nuclear fuels Disposal of waste
<i>To develop curiosity about other cultures</i>	International space station International teachers (in department)	International teachers (in department)	International teachers (in department)
<i>To enable children to experience daily life in other countries</i>	N/A		
<i>To promote the use of ICT in meaningful contexts for the development of communication skills</i>	Presentations and research tasks		
<i>To provide an added opportunity for the promotion of equal</i>		Eugenics and genetics	Squirly science

<i>opportunities, racial equality, community cohesion and Citizenship</i>			
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