

PANAGA



SCHOOL



Melilas Parent Handbook

Panaga School, Brunei

Updated Aug 2024

Panaga School Learning



Panaga School International-Mindedness



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Welcome from our Deputy Principal

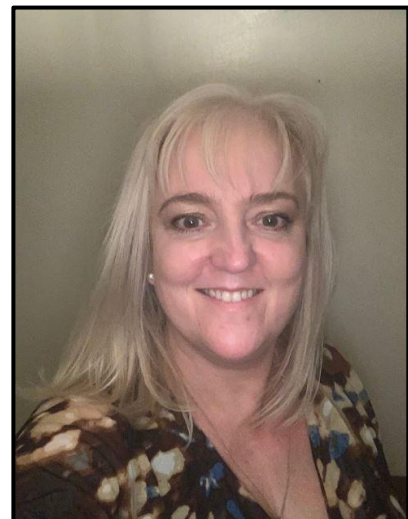
I would like to take the opportunity to welcome you and your child to Melilas, our Panaga School Middle Years for Year 7 and 8. The transition from Primary to Secondary education can be a big step and our Melilas team are hugely excited to embark on this journey with you.

At a time when children develop physically, emotionally, intellectually and socially more rapidly than at any other time in their lives, Melilas is perfectly placed to support your child. Research demonstrates clearly the benefits of a middle school education, where children can access specialist teachers and facilities whilst remaining in a smaller, secure environment before moving on in their educational careers.

Here at Panaga Middle Years we are here to build on the excellent learning in Primary but we also recognise the need for a distinct identity that reflects the growing maturity of our children in Melilas. We are here to support your child in their growth into confident, independent and successful learners, expecting the highest academic standards whilst continuing to provide the pastoral care your children need at this important time in their lives. Your involvement as parents during your child's time in Melilas is valued by our team and I would like to thank you in advance for your support.

Mandy Russell

Deputy Principal for Middle Years





Introduction to our Form Tutors Team

Our Year 7 and Year 8 classes have approximately 15-20 students each with a dedicated Lead and Support Form Tutors. Tutors provide a constant for our Melilas students in our busy timetable and understand their student's needs, both academically and pastorally. Form groups are thoughtfully mixed at points to provide opportunities for vertically mixing to allow for greater pastoral diversity and social opportunities.

Form Tutors also establish the primary relationship between home and school. Parents should regard Form Tutors as their first point of contact with the school and pass enquiries and information about their children to them. Form Tutors maintain primary oversight for pastoral well-being and a broad overview of academic needs. Where academic support is required specific to subjects, Form Tutors will direct towards the relevant subject teacher.

Each morning students register with their Form Tutors and this is a daily opportunity to ask questions, receive guidance and begin the day ready to learn. Additionally, Form Tutors are responsible for delivering our PSHE curriculum to Melilas students, and in combination with all our staff help develop those personal qualities, behaviours and attributes that guide our developing young adults on their journey through Melilas and their next future steps.



A Melilas Day

	Monday	Tuesday	Wednesday	Thursday	Friday
Students arrive in school from 7.10-7.20					
Form Time (07:20 - 07:30)					
Period 1	SCIENCE	ENGLISH	HISTORY	D.E.	ADT
Period 2	MFL	DRAMA	MATH	MATH	SWIM
Morning Break (30mins)					
Period 3	HISTORY	MATH	GEOGRAPHY	SCIENCE	ENGLISH
Period 4	DRAMA	SCIENCE	ENGLISH	ENGLISH	PSHE
Lunch Break (50min)					
Period 5	MATH	D.E.	P.E.	ADT	
Period 6	SCIENCE	GEOGRAPHY	P.E.	MFL	
End of Day 2.20 (12.00 Friday)					



Uniform

Melilas has a uniform separate to our Primary School section.

Students wear a polo shirt in Melilas of light-blue or navy blue and appropriate leg-wear (covering the thighs for HSSE - sun protection, science and ADT). There is a separate sports kit for P.E. lessons.

These are available for purchase in the school office.





Student Code of Conduct

Melilas students are expected to abide by our Code of Conduct which promotes positive behaviour, Panaga School whole-school values and enacts BSP values of honesty, integrity, respect and excellence:

- I respect myself.
- I respect others.
- I respect our environment.

Additionally, Melilas has its own reward system to recognise achievements, value personal qualities and acknowledge positive behaviours and attitudes. Conversely, we also have a consequence system for negative behaviours that impact learning and well-being. This is articulated in our Melilas [Behaviour for Learning](#) policy.

We reward through a system of house points that are given for the personal qualities that we aspire to in Melilas and these are celebrated in a weekly Melilas assembly. Repeated achievement earns additional recognition.

We reflect consequences for negative behaviors through a card system. Repeated negative behaviors results in a 'reflection time' which occurs outside of the school day.

We are proud that our students demonstrate the students code of conduct, visibly develop their personal qualities and achieve academic success through their positive behaviors and attitudes towards learning and each other.



Safeguarding

The welfare and safety of children at Panaga School is paramount. We promote the health, well-being and safety of the students in all that we do. Our children have the right to protection regardless of age, gender, ability, race or social background. They have the right to be safe in Panaga School and we expect all our staff and volunteers to share this commitment. The school recognises and understands it's responsibility to work together in partnership with BSP and Bruneian agencies in our host country context, to help our children grow up in a healthy and safe environment. Appointments are subject to satisfactory checks including DBS checks and references.

Safeguarding children is everyone's responsibility

If you have any concern about the welfare of a child, please speak to any member of our designated safeguarding leads. Their details are listed here:



Donna Bonham-Russell
Deputy DSL
donnabonham@panagaschool.net



Aimee Boase
Lead DSL
aimeeboase@panagaschool.net



Mandy Russell
Deputy DSL
amandarussell@panagaschool.net



Health and First Aid

When to keep your child at home

Panaga School has a policy for when your child is unwell. Please refer to the following link for guidance:

[minimum exclusion link](#)

Health Communication

If you have any concerns or information to share regarding your child's health, this should be communicated to your child's Form Tutor and the School Office.

First Aid and Healthcare in School

We have a school nurse: Miss Marie McCready

-mariemccready@panagaschool.net



We have key staff throughout the school who are First Aid trained. Any illness or injuries in-school are dealt with according to the nature of the issue. The majority of issues are minor in nature and are recorded by the school office. Any concerns will be communicated to you by the school office and any relevant staff member where needed. Please refer to the to the [Student Well-Being Policy](#) for further guidance.



Panaga School

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Library

School libraries provide more than books and information. They also offer a safe haven; a place to share, create and grow and encourage independent life-long learning. Our aspiration is that our school library, managed by Ms. Thesa, becomes a learning hub where our Melilas students can go and follow their interests and passions through reading and gaining information.

We have recently, in collaboration with our current Melilas students, begun to establish a separate Melilas library section, designed by our students. The books in this area are representative of our Melilas students as young adults and may contain themes, perspectives and information more appropriate to middle years. Whilst all our titles are age-appropriate, there is a red sticker system on certain books deemed to have more mature content. As we wish to respect the diversity of family cultures and values in our community these require a parental email to our librarian, who will then allow interested students to borrow these titles.

If you have any questions regarding our library, please contact

Miss Farizan at: farizanyussof@panagaschool.net



Panaga School

TOGETHER, IMPROVING LEARNING

Communication

In contrast to Teraja and our Primary section, Melilas students don't have a single classroom and teacher where they spend the majority of their day.

For Melilas the main contact point is Form Tutors. This is where any pastoral concerns, routine changes or general information regarding your child can be communicated. Where your questions regard subjects, please contact the subject teacher directly but Cc your Form Tutor into any communication. Likewise please Cc any main office communications to Form Tutors also.

Wider communication continues to be shared via the Panaga School Biweekly Newsletter where there is a Melilas section reflecting learning and events from that week.



Contacting Staff

Our staff are here to support your child in feeling happy, safe and secure in our middle years and in their academic subject learning.

Your primary contact point for teachers/tutors is via email as listed below. Except in emergencies, we aim for a 24 hour response time within working hours.

Mandy Russell	Deputy Principal Middle Years	amandarussell@panagaschool.net
Jennifer Wood	Art and Design 7B Support Tutor	jenniferwood@panagaschool.net
Peta Gleeson	Pastoral Lead English 8A Support Tutor	petagleeson@panagaschool.net
Matthew Fagg	Humanities 7A Lead Tutor	matthewfagg@panagaschool.net
Adam Bennett	Digital Education 8B Support Tutor	adambennett@panagaschool.net
Stephanie Straatman	French 8B Lead Tutor	stephaniestraatman@panagaschool.net
Job Mager	NTC	jobmager@panagaschool.net
Jolin Chua	Mandarin 7A Support Tutor	jolinchua@panagaschool.net
Ben Sutton	Academic Lead Drama, (DT, English) 7B Lead Tutor	benjaminsutton@panagaschool.net
Salbiah Latip	Bahasa Malayu 8C Support Tutor	salbiahlatip@panagaschool.net
Rob Harris	Maths 8C Lead Tutor	robertharris@panagaschool.net
Martin Harvey	Physical Education	martinharvey@panagaschool.net
Stephen Coates	Science 8A Lead Tutor	stephencoates@panagaschool.net



Home Learning

Home learning is an integral part of Melilas life, and we believe that homework plays a valuable role in a child’s education for several reasons:

- Home learning can consolidate prior learning.
- Regular home learning can contribute to student progress.
- Home learning encourages study skills for life: independence, time-management and organisation.
- Home learning can enrich and extend school learning.
- Home learning can support preparation for assessments and exams.
- Preparation for increased home learning in future schools.

The schedule below shows when middle years subjects set home learning. We encourage and seek to develop student independence, including time management.

Subject	Time	Frequency
English	Up to 60 minutes	Once a week -MON
Reading	20 minutes a day	As often as possible
Maths	Up to 60 minutes	Once a week -TUES
MFL	Up to 60 minutes	Once a week -WED
Science	Up to 60 minutes	Once a week -WED
Other subjects	No more than 60 minutes	When required

NB: Humanities, DE, ADT and Drama are set home learning periodically in line with projects - these will be spaced out and shared with tutors to ensure the balance of deadlines for students

This equate to approximately an hour every evening, though this may increase or decrease depending on the learning and context. In addition students are expected to read for 20-30 minutes every evening

If you feel your child is spending too long on home learning please contact your Form Tutor or relevant subject teacher.



Learning Support Team

Learning Support is paramount in ensuring each individual student in Melilas receives the provision that they need in order to feel happy, safe and secure in middle years and are able to make progress in their learning. Our learning support team comprise of our Additional Needs Team (ANT) and our dedicated, specialised LSA team.

Additional Needs Team

Our Additional Needs Team support those students who may have Special Educational Needs, or who require support in learning English in order to access the curriculum. A key focus is also identifying and provided for the more able and ensuring that these students receive the challenge they need in order to make progress.

Melilas Learning Support Assistants

In Melilas we also have a strong team of Learning Support Assistants who are integral in supporting the learning of all our students.

As our students progress into discrete subjects, they require more specialised support in certain subjects or to provide for certain educational needs. We therefore strategically allocate our LSAs to certain subjects or to groups of learners to drive forward progress.



Melilas Curriculum

Our curriculum in Melilas recognises that middle years has its own unique value in education. It is not simply an extension of Primary education or an extended preparation for secondary certification but meets the specific needs of the age group: that a middle years curriculum should have its own identity to reflect the needs of the children we teach.

Pastoral Care

Pastoral Lead - Miss Peta Gleeson



We continue the strong pastoral care from Primary because, arguably, children at this age need quality of pastoral provision more than any time of the school lives. However, we also acknowledge our middle years children are growing in maturity and independence and are beginning to develop their adult identities. Our subject teaching and PSHE curriculum embed personal qualities tailored to this age-group.

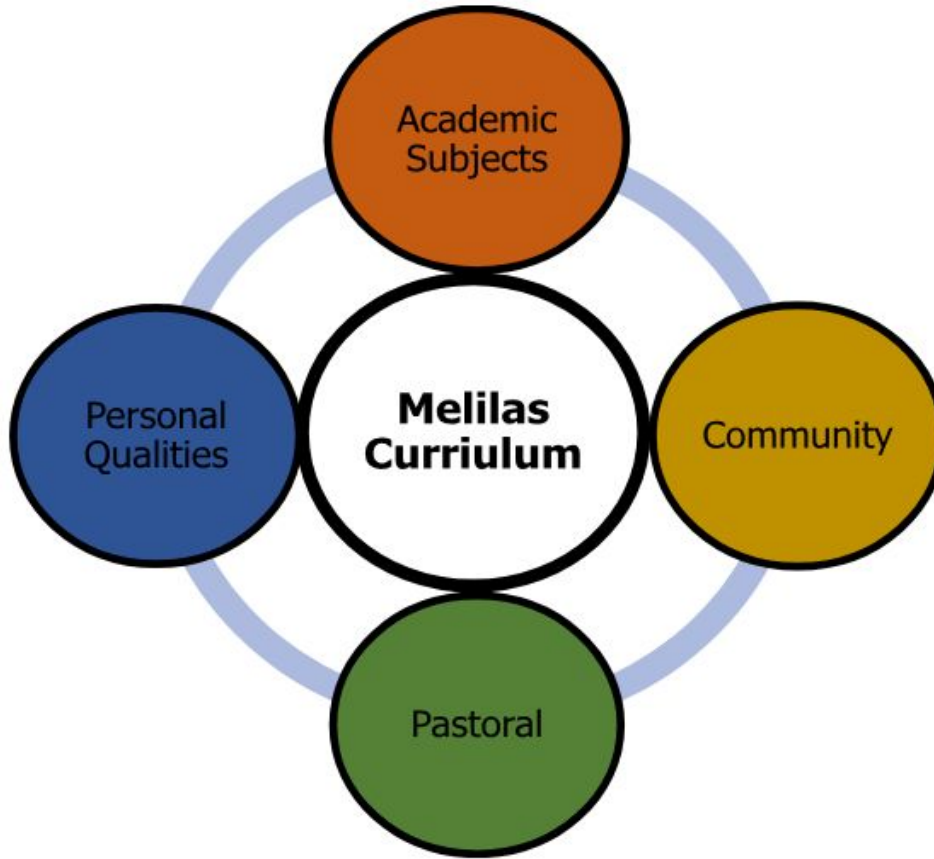
Academic Provision

Academic Lead - Mr Ben Sutton



We build on the great learning in Teraja but introduce specialist subject teachers and facilities to meet the growing rigour required in each subject area. Our Melilas students study the KS3 English National Curriculum but have the benefit of an enriched programme of study that covers the key learning but also adapts to and reflects the rich diversity of our context and the international nature of our school.

Our students become well-equipped for future study during their time here, whilst also gaining the opportunity to take a necessary stepping stone before moving on to much larger educational environments. We are a secure, caring school delivering a quality middle years programme which is excellently-placed to meet our student's learning needs at this crucial period in their education.



Curriculum Overview

The following pages are designed to give parents an overview of the subject learning offered in Melilas, including a curriculum map that helps to show you what your child will be learning and at what point in the year they might expect to be learning it.

This is a broad overview and if you have further questions regarding more specific subject learning, our Melilas specialists will be happy to answer your questions.



Panaga School

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Art





Art follows the KS3 National curriculum of England. We aim to provide students with a broad range of creative experiences that will give them the skills and understanding to achieve creative success. We have a well-resourced department with access to a printing press and every lesson has a practical focus. Lessons are planned to allow pupils to experiment with materials and processes discovering how different media react and interact with one another for themselves. Pupils build an understanding of artists, craftspeople and designers and develop the specialist vocabulary necessary for them to express their viewpoints and perspectives. We aim to develop in each pupil a love of creativity and a desire to pursue individual ideas and concepts.

Curriculum Content

Art is delivered in units that span across the academic year. Each unit offers the opportunity to explore a new theme and make connections with the works of appropriate artists, designers and craftspeople. The Melilas Art curriculum provides the foundations of understanding necessary to prepare pupils for progression to higher level study.

Assessment

Assessment in Art focuses on the skills of the artistic process and product: recording, exploring, developing and presenting. This is teacher and peer assessed on completion of each project. Developmental verbal and written feedback linked to the level descriptors is offered and recorded in sketchbooks to support development of skills and the pupil's understanding of ways to move their work forward.

Skills Developed

Throughout the 2 years of Melilas, Art aims to develop the pupils' ability to think creatively and experiment with the techniques and processes they have learned. They learn to look carefully and question what they see. Be open minded and consider different possibilities and viewpoints. They are encouraged to become inquisitive about the world around them and apply their understanding of Art outside of school. We aim to develop a lifelong passion for making, exploring and marvelling at the beauty of their surroundings.



Design Technology aims to provide Melilas students with a broad range of hands-on design and making experiences throughout the 2-year program. We have access to sewing machines, hand tools, workshop machines and design software offering engagement in practical opportunities. Pupils are able to explore different materials available and discover how they can be manipulated in order to make their own outcomes. Pupils build an understanding of the design process, learning how to research, design, create and evaluate their work. We aim to develop in each pupil a passion for making and a creative mind with the ability to problem solve effectively.

Curriculum Content

Design & Technology is delivered in units that span across the academic year. Each unit offers the opportunity to explore new materials, skills, processes and tools. The Melilas D&T curriculum provides the foundations of understanding necessary to prepare pupils for progression to higher level study.

Assessment

Assessment happens throughout each unit through formal and informal feedback to pupils focusing on design process and product skills: research, design, making and evaluation. Students keep a portfolio of key assessed work in their project folders. Assessment is linked to the KS3 level descriptors and is offered to support development of the skills and understanding needed to move their work forward.

Skills Developed

Throughout the 2 years of Melilas, Design & Technology aims to develop the pupils' ability to become creative problem-solvers. They learn to think independently about their ideas and develop creative solutions to any problems faced. They learn to be inquisitive and experimental and enjoy developing the new skills that enable them to face challenges head-on.



Design & Technology





Y7

DT: Introduction to sewing machines

Understanding how to setup a sewing machine, sewing applique hems and embellishments. Techniques in tie dye patterns.

Art: Line, Tone & Texture

Becoming familiar with a variety of techniques to achieve different linear, tonal & textural effects with a variety of wet, dry and mixed media.

Referencing artists:

Vincent Van Gogh, Henry Moore, Paul Klee.

DT: Introduction to sewing machines

Understanding how to setup a sewing machine, sewing applique hems and embellishments. Techniques in tie dye patterns.

Art: Line, Tone & Texture

Becoming familiar with a variety of techniques to achieve different linear, tonal & textural effects with a variety of wet, dry and mixed media.

Referencing artists:

Vincent Van Gogh, Henry Moore, Paul Klee.

DT: Product Design

Using oblique and isometric drawing skills to capture design ideas. Understanding design through CAD. Using 2D design software to bring a design to production on the laser cutter.

Art: Drawing, Painting and Mixed Media

Understanding ourselves and how we identify with others. Self-Portrait unit exploring painting, drawing, mixed media, symbolism & expressive colour in the works of Mexican artists.

Referencing artists:

Frida Kahlo, David Hockney, Edvard Munch, Sir Peter Blake.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Y8

DT: Textiles product design.

Reinforcing the need for design specification. Using ACCESSFM as an aid to creating a design specification for a product. The outcome of this unit is an individualised drawstring bag aimed at a specific target market.

Art: Surrealism 3D Art & Sculpture

Introduction to Surrealism & Mixed-media 3D Construction Sculpture Techniques: Casting/Modelling/Carving/Assemblage. Including the use of metal, card, wire, mod roc, soap and found objects. Working towards a Personal Outcome.

Referencing artists:

Sayaka Ganz, Salvador Dali, Rene Magritte, Alberto Giacometti, Dame Barbara Hepworth.

Graffiti Art Pattern in Nature Drawing, Painting and Mixed Media Print

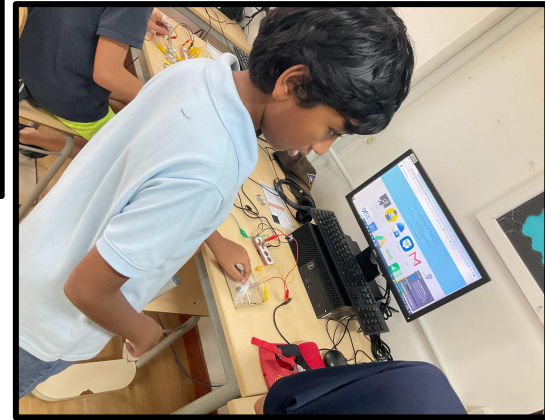
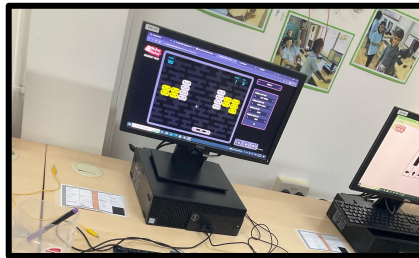
Reinforcing use of coloured media & line. Looking at produce from our local environment and learning the environmental impact on shipping food to meet global demand. Using our drawings and paintings as a starting point to inspire a variety of printed outcomes.

Referencing artists:

Orla Kiely



Digital Education



Digital Education equips our students to use computational thinking and creativity to understand and change the world. The core of digital education are the principles of information and computation, how digital systems work and how this is used to impact every area of our global society.

Digital Education ensures our students become digitally literate, are able to use, express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.



Curriculum Content

Our Digital Education follows an enhanced KS3 English National Curriculum based on foundations of Computing, where students learn about the nature and function of computers, and programming where an understanding of code is developed and applied through block and text coding languages. The curriculum is adaptable and has flexibility to be changed and be modified, depending on the interests or needs of the class.

Digital Education sessions are enriched by using digital technology creatively to build skills in the use of common software, manipulation of images and sound and website design. The curriculum is underpinned by a secure education in Digital Citizenship, ensuring that our students are able to use digital technology and the internet smartly and safely. Melilas students are taught an appreciation of how media and information can be manipulated and used for influence and that computer science and communication technology need to be used responsibly and respectfully.

Assessment

Digital Education is assessed on unit projects and continuous assessment across the variety of knowledge, skills and understanding that our students learn across M1 and M2. Our students are taught evaluative skills through peer and self-assessment and teacher assessment, to critically analyse process and product.

Skills Developed

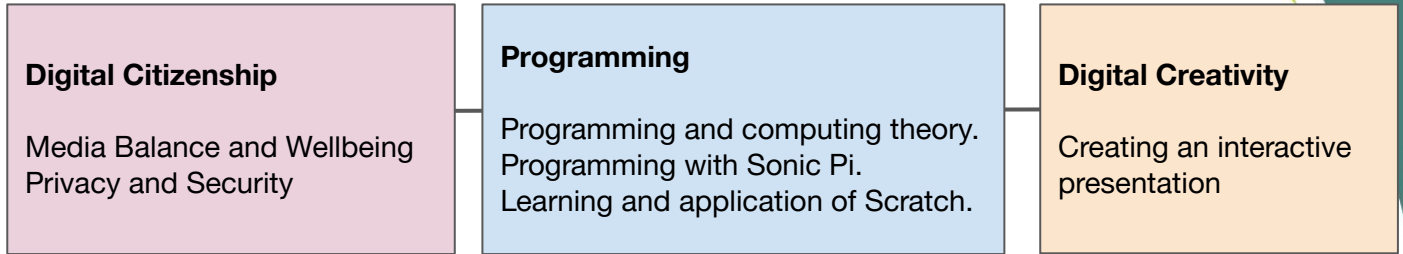
Through computer science and information and communication technology, Digital Education develops computational thinking, problem-solving, troubleshooting and the ability to critically appraise and evaluate information.



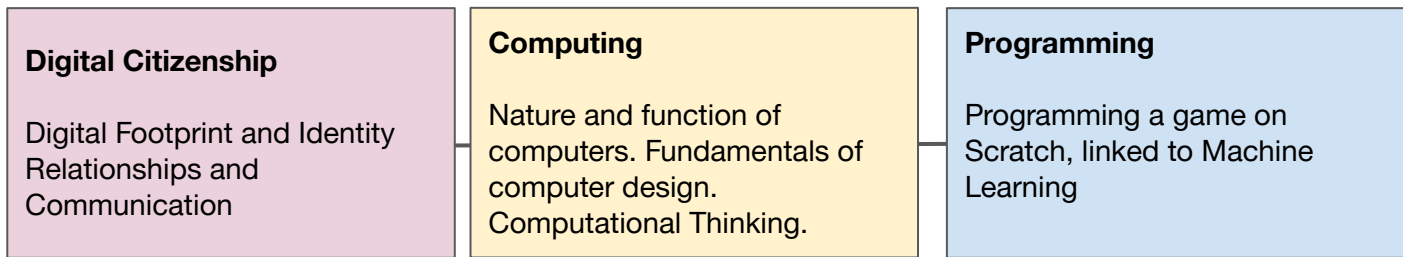


Y7

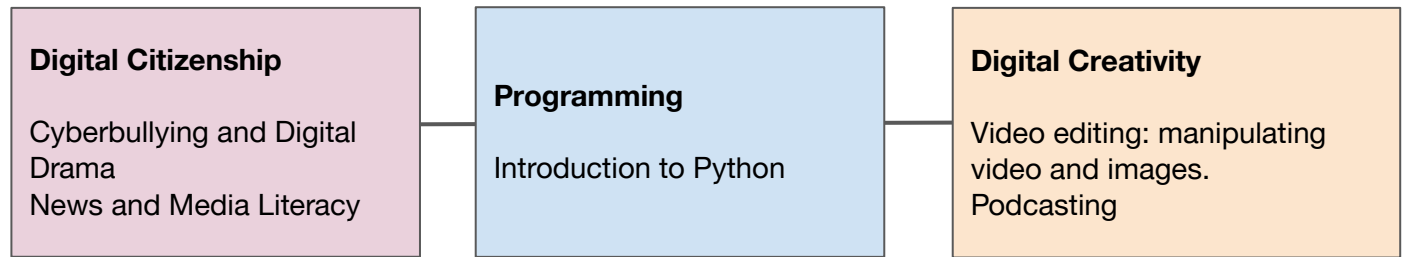
Term 1



Term 2

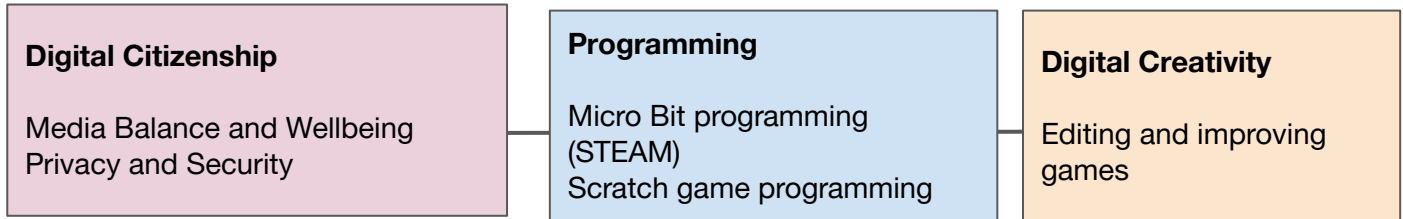


Term 3



Y8

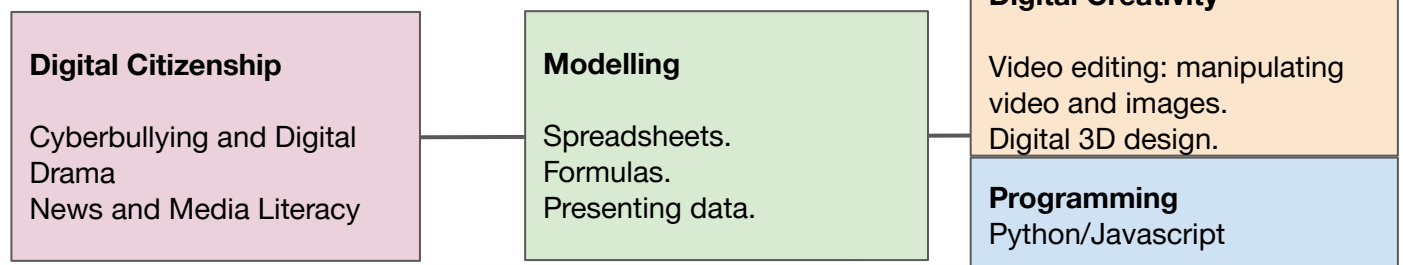
Term 1



Term 2



Term 3





Drama



Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences, as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Through the study of Drama, we aim to develop students, build their self-confidence, harness personal expression and extend their creativity.



Curriculum Content

Following a bespoke Melilas curriculum synthesising UK GCSE drama requirements with the Australian Drama Curriculum, students are provided with strong foundations of understanding necessary to prepare them for progression in their higher levels of study in this subject. By the end of KS3, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Assessment

Assessment in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Throughout each unit, assessment is teacher and peer reviewed. In doing this, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.



Skills Developed

Drama develops skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama.
- analyse the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- an appreciation of traditional and contemporary drama as critical and active participants and audiences.
- The ability to work in a dynamic and diverse team to deliver set objectives. They learn to trust own and other's strengths and to achieve more by synergy.





Y7

Term 1

Theater Conventions

Building an Ensemble
Stage Direction Terminologies
Stage Movement Rules

Drama Conventions

7 Levels of Tension
Analysing Musical Theatre
Theater Genres

Term 2

Introduction to Shakespeare

Life and Times of Shakespeare.
The Globe Theatre
Shakespearean Language
Shakespearean Insults

Introduction to Shakespeare - Script

Shakespeare Play Exploration
Shakespeare Reader's Theater
Developing a Play
Performance Opportunities

Term 3

Play Writing

Play Exploration
Character Analysis
Student devised Dialogues

Monologues

Monologues & Duologues
Student devised performance.
Novel stimulus

Y8

Term 1

Improvisation

Theatre sports
Physical relationship with space and stage

Performance Poetry

Voice
Expression, intonation and conveying feeling.

Performance: Formal audience

Term 2

Script

Shakespeare
A Midsummer Night's Dream
Iambic language rhythm
Royal Shakespeare TC workshops

Script

Script studies
VLOG format

Performance: Informal audience

Term 3

Physical Theatre

Zen Zen Zo TC workshops. Use of the body in motion as expression in response to 'The Hunger Games'. Performance: Formal audience.



English Language & Literature



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, and others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually: to enable pupils both to acquire knowledge and to build on what they already know.

English in Melilas enriches the whole curriculum and prepares our students for literature and language studies beyond Middle Years.



Curriculum Content

Melilas English programme follows the KS3 National Curriculum of England. Students have opportunities to practice short story writing, experimenting with language choices and visual impact when combined with image. They use their knowledge of persuasive devices to engage and convince an audience. They show their understanding of the leadership needed to improve the environment, they write speeches and perform SLAM poetry. Students investigate classic world literature by studying Shakespeare, exploring themes of human experience and cultural significance. We also investigate the conventions of Gothic Literature, unpacking many pre-1914 works.

As young adults', our Melilas students have their own knowledge and understanding of adolescent issues and issues for social comment, and it is an important skill development that they can identify how these issues are represented in texts. Middle Years students have one in depth novel study per year that investigates these issues and develops these skills.

We have a rich and creative English program that both challenges and inspires.

Assessment

Assessment in English focuses on the receptive and productive skills of reading, literature and writing. At the end of each unit, students submit outlined and appropriate assessment pieces that check understanding of topics covered. Each Unit focuses on a different genre of writing including Narrative, Persuasive, Descriptive, Expository, Journals and Letter writing. There are also many opportunities to present work in front of peers to develop confidence in public speaking as well as opportunities for peer review. Developmental verbal and written feedback linked to the level descriptors is offered and assessments are annotated to share both achievements and provide understanding of next step targets.



Skills Developed

Receptive modes (listening, reading and viewing) develop our students' ability to interpret, question sources and information and provide evidence for their views and ideas and listen with purpose to understand alternative perspectives and develop empathy.

Productive modes (speaking, writing and creating) provide opportunity to explain, combine and represent their ideas through language. Students develop their skills to influence an audience, choose effective language in order to communicate clearly for a purpose, engage and hold the interest of others and contribute valuably to group discussion and debate.



Y7

Term 1

Fiction: Short Stories - *'Paint Me a Story'*

A unit focusing on short-stories examining key skills of authorial intent, language choice and devices.

Non-Fiction: Persuasive Texts - *'You're the Voice'*

A unit examining environmental issues and sustainable development goals as a focus for persuasive argument, structural features and language devices to engage audiences with a convincing voice.

Term 2

Non-fiction: Introduction to Shakespeare - *'Dark Mash'*

A unit exploring themes of human experience and cultural significance. Students focus on elements of script writing and levels of meaning reflecting on classic and contemporary interpretation of themes in the play.

Fiction: Pre-1914 literature - *'Goths'*

Students look at the conventions and stylistic devices of Gothic literature and the opportunity to produce gothic description based on analysis of seminal texts.

Term 3

Fiction: Modern Fiction - *'Holes'* by Louis Sachar

Students complete a novel study looking and comparing at contemporary fiction involving teenage themes. They will develop creative, analytical and persuasive responses.

Y8

Term 1

Non-Fiction: Speculative Fiction - *'Stranger than Fiction'*

Students read and explore a variety of information texts to create a speculative short story and have the opportunity to experiment with genre features and devices.

Poetry: Elements of poetry - *'Performance Poetry - SLAM'*

In this unit the elements of poetry will be explored and linear and non-linear narrative structures. Students research topics of interest and consider leadership and social comment. The unit culminates in a 'Slam' performance.

Term 2

Script: Shakespeare - *'A Midsummer Night's Dream'*

A unit examining themes of love, hierarchy order and disorder. Students will understand the role that theatre played in the Elizabethan era and ponder the question of whether Shakespeare is still relevant to contemporary audiences. They analyse character, theme and plot to produce a persuasive essay.

Term 3

Fiction: Modern Fiction - *'The Hunger Games'* by Suzanne Collins

In this unit students will read literary texts to examine how authors present different perspectives on issues. The novel "Hunger Games" comments on several issues, including morality, dictatorship, social inequality, body image, reality TV, censorship, poverty, trust and revenge. As young adults' students will have their own opinions on these issues and it is important that they are able to identify how they are represented in texts. Students will also examine persuasive text structures and language features that influence an audience to accept a particular perspective.



Geography



Geography is the study of our planet: our students learn how the natural world and people interact and impact one another.

Our geography curriculum aims to develop Melilas students' awe and wonder of the natural world and draw on our local context and our international community to develop interest in local and international issues and join the debate as informed and geographical literate students



Curriculum Content:

Our geography curriculum is based on the KS3 English National Curriculum but is strongly adapted to take advantage of our wonderful environment and regional context.

Units focus on local, regional and global contexts and take advantage of our international community to compare geographical issues. Geography offers great opportunity to link to the UN Sustainable Development Goals in preparation for their place as global citizens in our global society.

Assessment:

Assessment of KS3 geography assessment is ongoing through formative assessment against curriculum objectives. Each unit focuses on certain skills that are revisited to ensure progress across Melilas. Summative assessments, essays and project-work allow opportunity for assessment of key knowledge.

Skills Developed

Geography focuses on 5 core skills which run through both the KS3 and KS4 curriculum in combination with Geographical Knowledge which assesses students understanding of location, places, processes, different environments and scale.

- Physical geography: What different landscapes exist across the planet? What are the processes that create and change them?
- Human geography and citizenship: How do we define and understand human landscapes? How do humans change landscape?
- Environmental change and sustainability: What are the physical and human processes that influence the environments How are they interconnected?
- Decision making: How do we use interpretation, analysis and evaluation to make well-evidenced decisions?
- Geographical skills: How do we survey and conduct fieldwork? How do we produce accurate maps and data? How do we present and communicate geographical data?



Term 1

Geography and Me

What is Geography? Students discuss the different areas of geography (human, physical and environmental) and look at geography on a local, national and global scale.

Map Skills

Students learn about map skills needed in the study of geography such as creating and using a key, four and six figure grid references and adding relief to a map.

Term 2

Wicked Weather

We study different weather conditions and how they occur. We have a closer look at weather reports. We focus on how key weather and climate processes affect people (and sometimes are co-created by people as well).

Climate Detectives

We study the local and global climate patterns and have a closer look at structural changes and the effects. We learn about extreme climates (hot, cold, wet, dry, high, low). Focus on the impact of climate change on places as well.

Term 3

Active Earth & Natural Hazards

A study of plate tectonics and look at how volcanoes form and why they erupt. We study how eruptions impact human behavior and how these impacts can be managed. Case studies: 'The Ring of Fire' (Indonesia); Mt St Helens, Vesuvius and Iceland are amongst the volcanoes/volcanic areas we will further study.

We apply Knowledge, Skills and Understanding (KSU) to analyse the causes, the impact and the human responses (short term and long term, primary/secondary/tertiary) to earthquakes and tsunamis.

Case studies: earthquake in Christchurch (New Zealand) and the tsunami in Fukushima (Japan).

Term 1

Rainforest

A study of the rainforest and its features. We have a closer look at what the wilderness has to offer, its threats and opportunities, its climate and its habitation. Case study Borneo and the Amazon.

Term 2

Depleting Resources:: Energy, Food, Water

A study of the human use of Energy, Food and Water. Students explore the various fossil fuels and the (renewable) alternatives. They learn how raw oil and gas is extracted from wells. They have a closer look at the Seria oil field (and welcome a guest speaker of BSP to broaden their knowledge). How does population growth affect the use of vital resources such as Food and Water? Students learn about the significant imbalances in the world's distribution of Food and Water (and wealth/poverty).

Term 3

China

A unit to explore the human and physical geography of China. Students explore the Pearl of the Orient (Shanghai). We study the population and the reasons people migrate from the countryside to cities. We study the different climate zones of China.

Main focus: Exploring human/physical aspects of life in China (rural vs urban life in China)



History



The Old Times 8th December 1941
The Sly Victory of Japan

On Sunday 7:55 am, a sneaky attack went on in Pearl Harbor. The evil Japanese bombed the area and 2403 heroic US soldiers died gloriously.

The attack was unexpected. The witnesses who survived in the invasion in US would never ever forget what they saw. Their family died in front of them but they could do nothing, the blood meandered down the dirt and their beautiful home turning into a disaster. President Roosevelt said, "Yesterday, December 7th, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan."

There were two waves of attack from Japan. In the first wave, the Japanese bombed the ships and set up 16 ships damaged and three ships was completely destroyed. Everyone was woken up and air forces of the Empire of Japan.

Nobody realizes it was an attack until the second bang comes again. Lester Harley, who's from USS Jarvis, said he looked out the door and he saw these airplanes had come down and dropped the bombs. When they dropped the first one, he had no idea what it was, but in just seconds, the debris and smoke and explosions were going.

The consequences of this attack are that the US has decided to join World War II and the US is no longer at peace with Japan. However, the attack led to 2403 US servicemen being sacrificed, 169 aircraft being destroyed and 16 ships being highly damaged. Japan would have to pay for what they have done.

By Ms Grace
www.theoldtimes.com

History stimulates students' interest and curiosity to know more about the past, providing a broad basis for further study, and encouraging a lifelong interest in the subject. Students gain an international historical perspective by placing their growing knowledge into different contexts. Discovering events from the past helps deepen our students' understanding of their own and other people's culture and heritage in the wider world. History helps students understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups of people, as well as their own identity and the challenges of our world.



Curriculum Content:

Our History curriculum is based on an adapted and enriched KS3 National Skills Curriculum for England, with the aim to give students knowledge and understanding of significant aspects of the history of the wider world. They will be equipped with the skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspectives and judgements. Students develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use, evaluate and understand a wide range of historical sources and evidence.

Assessment:

Ongoing planning, teaching and learning will cover all KS3 assessment objectives within each unit providing a wealth of evidence of student progress and attainment. In addition, at the end of every half term we will focus on one assessment objective and undertake a half-termly written assessment, which will inform teacher assessment. This mid-unit or end-of-enquiry half-termly assessment might take a range of forms such as an essay, source analysis, knowledge harvest or response to a variety of questions presented in a range of formats. Half-termly assessments are annotated to share both achievements and give next-step targets.

Skills Developed:

History focuses on five core skills, which run through both the KS3 and KS4 curriculum in combination with historical knowledge,

- Change and Continuity: How was the past different?
- Cause and Consequence: What caused key events and changes? What impact did these events have in the short, medium and long term?
- Significance: Which past events were significant? How do we decide as historians which events are significant?
- Sources: How do we interpret historical sources? What can we infer from different sources and how reliable are they?
- Historical interpretation: What different perspectives do people have on the past? How do we manage the fact that different people had varied experiences of historical events?



Y7

Term 1 Ancient Civilisations

Ancient Greece

The children will learn about different aspects of Ancient Greek society, with a focus on how the legacy of the Ancient Greek civilisation has an impact on today's society. Topics covered include medicine, democracy, the Olympics and architecture.

Ancient Rome

The legacy of Ancient Rome will be examined through aspects of their civilisation such as the structure of Roman society, warfare and their belief systems.

Key Historical Skills

Historical knowledge
Historical significance

Term 2 Dynasties The Tudors

The children will learn about the five Tudor monarchs and evaluate their triumphs and failures by interpreting sources of evidence. Foci include the Battle of Bosworth, the English Reformation and the Spanish Armada.

The Qing Dynasty

The Qing Dynasty lasted for nearly 300 years and covered several tumultuous events in Chinese history. The children will learn about the rule of Emperor Kangxi, the Opium Wars and life in the Forbidden City.

Key Historical Skills

Change and continuity
Source skills

Term 3 Ancient Civilisations Ancient Greece

The children will learn about different aspects of Ancient Greek society, with a focus on how the legacy of the Ancient Greek civilisation has an impact on today's society. Topics covered include medicine, democracy, the Olympics and architecture.

Ancient Rome

The legacy of Ancient Rome will be examined through aspects of their civilisation such as the structure of their society, warfare and their belief systems.

Key Historical Skills

Historical knowledge
Historical significance

Y8

Term 1 Medicine Through The Ages

The children will begin their medical history journey by learning about how illness was viewed in ancient times. Following that, the children will investigate the Black Death in medieval England and discover some unusual causes and cures for the plague. The children will find out about how the Renaissance changed people's understanding of illness, which will include Edward Jenner's controversial vaccination experiment on a young boy. Advances in the understanding of germ theory in the 19th century will be followed by more recent medical advances.

Key Historical Skills

Historical knowledge
Change and continuity

Term 2 The Second World War in South-East Asia

The children will focus on the changes which occurred in Japan during the Meiji Restoration to begin with. The causes and consequences of the expansion of the Japanese Empire from the late 19th century until the 1930s will then be examined. Following that, the children will learn about Pearl Harbour and the further expansion of the Japanese Empire. The children will engage in a local history project and learn about the occupation of Borneo from 1941 - 1945. The unit will end by investigating the causes and consequences of the atomic bombing of Japan.

Key Historical Skills

Cause and consequence
Source skills

Term 3 Revolution The French Revolution

The children will examine the causes and consequences of the French Revolution in the first half term, focusing on events such as the storming of the Bastille, the Declaration of the Rights of Man and the Terror. The impact of these events on today's society will also be considered.

The Russian Revolution

In addition to investigating the causes and consequences of the Russian Revolution, the children learn about the events that ensued by reading excerpts of 'Animal Farm' by George Orwell.

Key Historical Skills

Historical interpretations
Historical significance



Mathematics



Mathematics is a core subject. It is an essential pillar of the academic curriculum of any school and it underpins much of the learning that takes place in other academic areas such as science and technology. Beyond school, it is critical in areas such as IT and engineering as well as many trades. Being numerate is also important in everyday life and is required in such tasks as calculating the amount of change due to solving basic problems with time management.



Curriculum Content

During Middle Years pupils continue to consolidate, but also introduce new conceptual understanding of number, shape and space, geometry, algebra and statistics. We continue to support pupils but also challenge pupils to drive forward mathematical learning

Y7	Y8
Use positive integer powers and associated real roots	Apply the four operations with negative numbers
Apply the four operations with decimal numbers	Convert numbers into standard form and vice versa
Write a quantity as a fraction or percentage of another	Apply the multiplication, division and power laws of indices
Use multiplicative reasoning to interpret percentage change	Convert between terminating decimals and fractions
Add, subtract, multiply and divide with fractions and mixed numbers	Find a relevant multiplier when solving problems involving proportion
Check calculations using approximation, estimation or inverse operations	Solve problems involving percentage change, including original value problems
Simplify and manipulate expressions by collecting like terms	Factorise an expression by taking out common factors
Simplify and manipulate expressions by multiplying a single term over a bracket	Change the subject of a formula when two steps are required
Substitute numbers into formulae	Find and use the nth term for a linear sequence
Solve linear equations in one unknown	Solve linear equations with unknowns on both sides
Understand and use lines parallel to the axes, $y = x$ and $y = -x$	Plot and interpret graphs of linear functions
Calculate surface area of cubes and cuboids	Apply the formulae for circumference and area of a circle
Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines	Calculate theoretical probabilities for single events



Assessment

Maths assessment takes place using both summative and formative strategies. There are summative standardized tests at the end of each term which give a snapshot of the pupil's progress. This is supported by continuous ongoing classroom assessment to ensure their understanding of the work covered and to impact planning for learning.

Skills Developed

The key skills developed in Middle Years mathematics are those of:

- **Fluency**, the increasing ability to recall and apply knowledge accurately and rapidly.
- **Reasoning**, where pupils grow in their ability to follow lines of inquiry, conjecture relationships and generalisations and develop lines of arguments using mathematical language.
- **Problem-solving**, through routine and non-routine problems of increasing sophistication and building the ability to break down problems into simpler steps and persevere to find solutions.

These core skills at the heart of mathematics also develop life-skills to face wider challenges in life: finding solutions to complex problems and developing resilience to continue working at a problem overtime in order to achieve success.



Term 1

Analysing and Displaying Data

Measures of central tendency (mean, median, mode)

Displaying data using charts and graphs, grouping and comparing data using averages.

Number Skills

The four operations including mental methods, money and time, negative numbers, factors, multiples, primes and square numbers.

Expressions Functions and Formulae

Simplifying and writing expressions, substitution into formulae and writing formulae.

Decimals and Measures

Length mass and capacity, rounding, scales, area and perimeter.

Term 2

Fractions and Percentages

Comparing fractions, simplifying fractions, the relationship between fractions decimals and percentages, percentage of amounts.

Probability

The language of probability, calculating probability, expected outcomes and experimental probability.

Ratio and Proportion

Direct proportion, writing ratios, the relationship between ratios, fractions and percentages.

Term 3

Lines and Graphs

Measuring and drawing lines, angles and triangles accurately, calculating missing angles in triangles and quadrilaterals.

Sequences and Graphs

Pattern sequences, coordinates and midpoints, extending sequences, straight line graphs, term-to-term and position-to-term rules.

Transformations

Congruency and enlargement, symmetry, reflection, rotation, translation and combined transformations.



Term 1

Number

Divisibility tests, calculations with negative numbers, powers, roots, multiples and factors.

Area and Volume

Area of a triangles, parallelograms and trapezia, volume and surface area of cubes and cuboids, isometric drawing.

Statistics, Graphs and Charts

Pie charts and stem and leaf charts, scatter graphs, using tables and comparing data.

Expressions and Equations

Algebraic powers, expressions with brackets, factorizing expressions, solving one and two step equations.

Term 2

Real Life Graphs

Conversion graphs, distance time graphs, line graphs and curved graphs.

Decimals and Ratio

Ordering decimals and rounding, place value calculations, calculations with decimals.

Lines and Angles

Quadrilaterals, alternate angles and proof, angles in parallel lines, interior and exterior angles.

Term 3

Calculating with Fractions

Ordering fractions, adding and subtracting fractions, multiplying and dividing with fractions, calculating with mixed numbers.

Straight Line Graphs

Direct proportion on graphs, gradients, equations of straight lines.

Percentages, Decimals and Fractions

Fractions and decimals, equivalent proportions, increasing and decreasing amounts by a percentage.



Modern Foreign Languages



Modern Foreign Languages (MFL) are integral to our student's role as present and future global citizens. They foster curiosity of other cultures, deepen understanding of the world and help liberate insularity. Intrinsic to language learning is the ability to communicate, express ideas and respond to other language speakers; to listen and increase empathy for other perspectives. Languages also open doorways to literature in the original tongue and provide future opportunities for study and employment in other countries.

In Melilas and Panaga School, in our diverse and rich community, languages are also a key aspect of our focus on international mindedness that aligns throughout our school.



Curriculum Content

In Melilas students are offered a choice of languages to study. Following on from language experiences in Teraja, students can select French, Bahasa Malay or Mandarin. Additionally, students can commit to long-term after-school Spanish classes which continue across M1 and M2.

All our MFL programmes follow the KS3 languages English National Curriculum adapted for our international and local context. They develop grammatical structure and deepen vocabulary, gain linguistic skills and competence in written and spoken language across a variety of topics. Through their chosen language students learn to be responsive language learners and practice their ability to understand and communicate through listening and speaking, as well as deepening their knowledge of language cultures.

Assessment

Assessment of MFL is through ongoing formative assessment and evaluation of bookwork, presentations, projects and recording.

Additionally, there are regular summative assessments during the year and end-of-year exams to assess attainment and progress.

Skills Developed

Operating in another language through different linguistic structures, use of vocabulary, and new ways of expressing ideas develops personal qualities of adaptability and empathy.

Conversely, when learning a new language, limited linguistic tools to understanding, and challenges to conveying a point of view or message deepen resilience and a student's creativity in communication. This increases our student's metacognition through having to find new ways to express themselves and use language.



Panaga School

TOGETHER, IMPROVING LEARNING

MFL: Bahasa Melayu Curriculum Overview

Keluarga dan Rumah

Dalam modul ini, kami akan belajar mengenai dengan pengenalan diri dan ucapan selamat kepada murid-murid yang lain. Belajar mengenai keluarga dan haiwan peliharaan serta rumah dan tempat tinggal. Belajar mengenai cuaca dan musim dalam setahun.

In this module, we will learn about self-introduction and greeting to other students. Learn about family and pets as well as homes and places to live. Talk about weather and season in a year.

Kesihatan dan Kecergasan

Dalam modul ini, kami akan belajar mengenai dengan kehidupan di rumah, makan dan minum serta kesihatan dan kecergasan. Kemahiran mendengar dan bertutur merupakan keupayaan murid-murid untuk memahami topik-topik yang diberikan.

In this module, we will learn about life at home, eating and drinking as well as health and fitness. Listening and speaking skills are the ability of students to understand the topics given.

Perjalanan dan Pengangkutan

Dalam modul ini, murid-murid akan belajar mengenai dengan cara-cara membeli-belah. Mereka akan belajar mengenai dengan perjalanan dan pengangkutan. Mereka akan membuat laporan dengan Bahasa yang tepat.

In this module, students will learn about ways to shop. They will learn about travel and transportation. They will make a report in Bahasa Melayu.

Y7

Term 1

Term 2

Term 3

Y8

Makanan dan Minuman, Cuaca dan Musim

Dalam modul ini, kami akan belajar mengenai dengan pengenalan diri dan ucapan selamat kepada murid-murid yang lain. Murid-murid akan belajar mengenai makanan dan minuman dari serata dunia. Cuaca dan musim di seluruh dunia. Tempat untuk dilawati dan tarikan pelancong.

In this module, we will learn about with self-introduction and congratulations to other students. Students will learn about food, drink, weather/seasons and places around the world.

Rumah dan Persekitaran

Dalam modul ini, mereka akan belajar mengenai alam semula jadi dan kampung halaman serta persekitaran. Mereka juga akan membuat karangan tentang negeri di mana mereka lahir. Mereka akan bercakap dengan teman mereka secara lisan, ditambah dengan kata kerja yang sesuai.

In this module, they will learn about nature and the hometown as well as the environment. They will also write essays about the state in which they were born. They will talk to their friend orally with the appropriate verbs.

Pekerjaan

Dalam modul ini, mereka akan belajar tentang komunikasi. Selepas itu mereka akan belajar dengan mencari pekerjaan dan nama-nama perkerjaan. Belajar tentang cara-cara memesan makanan di restoran. Cara bercakap di telefon mengenai cara menginap di hotel. Membuat karangan mengenai tajuk yang akan diberikan.

In this module, they will learn about communication. After that they will learn how to look for jobs as well as types of jobs names. Learn how to order food at restaurants. How to talk on the phone about booking a room in a hotel. Make an essay on the topic to be given. (conversation)



Grammar usage

1. Measure words

Aims to build a solid foundation in the usage of measure words such as , essential for fluency in Mandarin. Through structured lessons, practice exercises, and assessments, students will gain confidence and accuracy in their language skills.

2. Identify Chinese strokes and Counting strokes.

To equip students with the skills to accurately count and identify strokes in Chinese characters, enhancing their writing accuracy and understanding of character structure.

Country and Nationality

Objective: To enable students to accurately express and understand nationalities in Mandarin, enhancing their ability to discuss personal and cultural identities in various contexts.

Key concepts:

- Introduction to key vocabulary for different countries and their corresponding nationalities.
- Learning the Mandarin names for various countries (e.g 中国 (Zhōngguó - China)
- Constructing sentences to state one's nationality (e.g., 我是中国人 (Wǒ shì Zhōngguó rén - I am Chinese).

Weathers

In this module, we would integrate language learning with the study of meteorological concepts, providing students with both linguistic skills and scientific knowledge.

Key concepts:

- Introduce basic weather-related vocabulary in Chinese, including words for weather conditions such as 晴天, 雨天, 雪天.
- Weather Expressions and Phrases
- Activities and Projects- creating a weather forecast video or designing a weather-themed poster.
- Role-play weather-related scenarios

M1

Term 1

Term 2

Term 3

M2

Grammar usage

1. Measure words

Aims to build a solid foundation in the usage of measure words such as , essential for fluency in Mandarin. Through structured lessons, practice exercises, and assessments, students will gain confidence and accuracy in their language skills.

2. Chinese linking words

Chinese linking words would typically cover various aspects of these linguistic tools, including their types, functions, usage in different contexts, and proficiency levels.

Key concepts:

- Introduction to linking words
- Types and functions of linking words.
- Usage in different context.

Asking for prices

In this module, student will learn how to ask for prices in Chinese, basic vocabulary, building sentences and role play.

Key concepts:

- Introduce essential **vocabulary** related to asking for prices, such as "多少钱?" (Duōshǎo qián? - How much?), "贵" (Guì - Expensive), and "便宜" (Piányi - Cheap).
- Create **role-playing** scenarios where students practice asking for prices in various contexts, such as buying clothes, negotiating in a market.
- Numerical expressions in Chinese and how they are used in expressing prices.

Weathers

In this module, we would integrate language learning with the study of meteorological concepts, providing students with both linguistic skills and scientific knowledge.

Key concepts:

- Introduce basic weather-related vocabulary in Chinese, including words for weather conditions such as 晴天, 雨天, 雪天.
- Weather Expressions and Phrases
- Activities and Projects- creating a weather forecast video or designing a weather-themed poster.
- Role-play weather-related scenarios

Introducing family members

M2 students will learn how to introduce their family members in Chinese without any prompt as part of their final assessment.



Mi vida

In this module, we will be learning about Spanish pronunciation: talking about our personality, age, siblings, pets and birthdays.

Grammatically, we will be learning about masculine and feminine nouns, adjectives ending in -o/-a; conjugation of the verb tener (to have); numbers to 31 and making adjectives agree with nouns.

Mi tiempo libre

In this module, we will be learning about what we like to do in our spare time; talking about the weather and saying what sorts we do..

Grammatically, we will be learning how to form opinions; conjugation of -ar verbs, hacer (to do) and jugar (to play), how to use the conjunction when. We will also be looking at longer texts.

Mi insti

In this module, we will be talking about the subjects we study; giving opinions; describing our school and talking about break time.

Grammatically, we will be revising -ar verbs, using opinions in the singular and plural; use the correct words for 'a', 'some' and 'the', and learning the conjugation of -er and -ir verbs.

Y7

Term 1

Term 2

Term 3

Y8

Mi familia

In this module, we will be talking about family members; how to describe hair and eye color; what other people look like and describing where we live and jobs.

Grammatically, we will be learning how to use possessive pronoun, the conjugation of the verbs 'ser' and 'estar'.

Mi ciudad

In this module, we will be talking about how to describe our town, how to tell the time, how to order food in a café, and saying what you are going to do at the weekend.

Grammatically, we will be revising definite and indefinite articles, learning how to conjugate the verbs 'ir' and 'querer' and using the near future to talk about plans in the weekend.

Las vacaciones

In this module, we will be talking about where you went on holiday; describing the holidays as well as the weather; describing accommodation; how to book a hotel and how to make complaints.

Grammatically, we will be learning the preterite and the imperfecto (past tenses).



La rentrée

In this module, we will learn about likes and dislikes; describe ourselves and other people as well as our classroom,; talk about siblings and their age. At the end of the unit, students will create a video about themselves.

Grammatically, we will be learning about regular adjective endings; understanding infinitives, regular -ER verbs., and the verb *avoir* and *être*. We will also look at indefinite and definite articles.

En classe

In this module, we will learn about school objects; give opinions and reasons; describe a timetable; describe a typical school day and uniform. At the end of the unit, the students will present their imaginary school

Grammatically, we will learn how to tell the time using the 12-hour clock; to agree and disagree; how to conjugate ER verbs; use singular and plural adjectives when describing uniform.

Mon temps libre

In this module, we will talk about the weather and seasons ,and which sport we play or do. We will also discover sports in French-speaking countries. At the end of the unit, the students will create an interview with a celebrity.

Grammatically, we will learn the conjugation of 'faire' and revise the verb 'jouer' with the correct partitive article, and using *aimer* + the infinitive.

Y7

Term 1

Term 2

Term 3

Y8

Ma vie de famille

In this module, we will describe our family and pets; use higher number, and talk about what we have for breakfast. We will also learn about Bastille Day. At the end of the unit, students will create a cartoon family.

Grammatically, we will learn the possessive pronouns *my* and *your*, partitive articles for food , and use higher numbers.

En ville

In this module, we will talk about our town/village; giving and asking directions; understanding prices in French, say where we go at the weekend; say what we are going to do and talk about plans for a special weekend.

Grammatically, we will be learn how to conjugate the verb *aller*, use the near future tense (*aller* + *infinitive*), how to use the verb *vouloir* and how to tenses at the same time.

Les vacances

In this module, we will be talking about holidays: we will learn the vocabulary for different countries and nationalities. We will describe where we go on holidays and in what type of accommodation we are staying in.

Grammatically: we will look at different partitive articles and prepositions. We will look at the conditional tense as well as the past tense to talk about holidays in the past.



Music



Music is universal language that crosses national, cultural and social divides and embodies one of the highest forms of creative expression.

Our Melilas students follow an enriched KS3 English National Curriculum, building on Primary learning to develop their knowledge, skills and understanding of music into Middle Years and prepare our students as creative, aesthetically aware and cultural global citizens.



Curriculum Content

The music Melilas curriculum combines regular units that focus on musical theory, instrumentation, structures and notation systems with creative units designed to provide opportunity to develop the key musical skills of listening, performance, composition and analysis.

Throughout the curriculum musical is viewed through the 7 elements of music in order to give the tools students need to listen, evaluate and express their perspectives and ideas about music. Different units focus on genres or aspect of music, such as Blues, Jazz, West African polyrhythms or classical forms allowing students to develop their knowledge of musical culture and composition and performance skills in a variety of contexts.

Assessment

Assessment of music incorporates a variety of assessment opportunities, including peer and self-assessment as well as ongoing formative assessment.

Students are assessed more formally through individual and group performances and compositions are evaluated against the contexts of the genre. Progress and attainment are also assessed through listening tests and short musical knowledge assessments.

Skills Developed

As well as developing key musical skills, the music curriculum also builds self-esteem and confidence through exposure to performance and allows our students to develop a creative identity with their ability to listen critically to a broad range of music and inform their own independent views about music and artists.

We hope that our Melilas students leave on their journey towards a life-long enjoyment of music and a good, cultural appreciation of the international musical cannon.



Term 1

Building Bricks - Exploring the elements of Music

Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores.

Keyboard Skills

This unit is all about effective keyboard performance technique including: using keyboard fingering for better playing, the layout of the keyboard in terms of white and black keys and their note names, sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation basic treble clef staff notation.

Exploring Irregular Metre

Students develop their understanding of the relationship between metre and pulse, rhythm, texture, and melody in order to develop a holistic understanding of the way music works through singing, creating and embodying the effect that different metre has.

Term 2

Pitch - Scales & Arpeggios

Through listening, creating, and performing activities, the project explores how scales and arpeggios can be used as a foundation for making music.

Revealing classical music through the prism of pop

Students will develop an understanding of how music is constructed by comparing pieces from different genres and being able to identify similarities and differences. Key concepts: scales, arpeggios, Alberti bass, the music of composers from different eras, waltz, ballet, beats in a bar, music production, Ostinato, body percussion, descending bass line, conjunct melody.

Term 3

Suss the Samba

This project encourages students to explore the rhythms used in the batucada style of samba. Batucada is traditionally performed at street carnivals in Rio de Janeiro by an escola de samba (a ‘samba school’) made up of dancers and their team of percussionists (the bateria). Through experiencing arranging, composing and performance activity, the students will find ways to strengthen the important skills of timekeeping & accurate rhythm placement – both vocally and by playing percussion instruments.

Exploring the Blues

This practical project is designed to help your students explore the blues. The students will focus on the 12-bar blues and how this can be used as a vehicle to help your students to develop their singing, playing, vocal improvisation and lyric writing.



Term 1

Chords & Cadences

Students will learn how to identify the degrees of a scale using numbers, how to build up chords, and how chords can be identified numerically, using Roman numerals. They will learn about cadences and the way that these act as musical punctuation, so that they can sing and play cadences, identify them aurally, and harmonise existing songs and their own melodies.

Exploring improvisation using mashups

This project explores the relationship between composition and improvisation, and encourages students to move melodic material between voice and keyboard, allowing them to develop aural skills and identify their strengths as musicians and learners. The resulting composition can easily be structured into a successful, high-impact performance piece, mixing the original tune with solos and additional melodic and lyrical material.

Term 2

The magic of minimalism

In this project, students will learn how to use phase shifting and additive patterns to create minimalism-inspired music in layers. This will be done through practical work as a whole class and in smaller groups, and also through listening, reflection, evaluation, and discussion. The project culminates in students creating their own composition/arrangement using minimalist techniques.

The Pillars of Groove

The Pillars of Groove is a practical and physical-based approach to vocal arranging using three core and interdependent aspects of a song – beat, bass and melody – as the foundations upon which creative arrangement choices can be made. It encourages students to experiment and move between these different parts, to build up a working knowledge of what it feels like to be ‘in the groove’, and how vocal grooves are constructed. The project features opportunities for introducing and developing improvisation work. Reflection, evaluation and discussion are essential elements to support and develop musical choice-making and embed knowledge.

Chords & Cadences

Students will learn how to identify the degrees of a scale using numbers, how to build up chords, and how chords can be identified numerically, using Roman numerals. They will learn about cadences and the way that these act as musical punctuation, so that they can sing and play cadences, identify them aurally, and harmonise existing songs and their own melodies.

Term 3

Reggae Rewind

This project is aimed at developing creative composition skills through reggae music. Students will explore the genre, and inhabit the ‘feel’ of the music through singing, before moving on to working creatively together in developing their own reggae musical material. It’s ideal for exploring how music can have purpose – social, political, cultural – and for providing starting points for creative work that doesn’t necessarily rely on sophisticated understanding of composition processes. Above all, it will encourage sustained large and small group work, encouraging students to work together towards common musical aims.



Physical Education



Physical Education (P.E.) develops competence to participate in a broad range of physical activities and opportunity to engage in competitive sports and activities.

Most importantly, P.E. teaches students to be physically active for sustained periods of time and lead healthy, active lives. Our students learn about the relationship between physical and mental well-being and how to develop a life-long enjoyment of physical activity, be it sport, athletics, gymnastics or dance, and to value fitness and activity.



Curriculum Content

P.E. follows the KS3 National Curriculum for England covering the broad domains of sports & games, athletics, gymnastics, and dance and movement. Our curriculum offers mastery of skills development through a spiral syllabus of selected sports and activities over the two years of our middle years programme. This reflects sports and activity where there is in-country opportunity for competition and utilizes full use of our available facilities.

Our P.E. provision is shared over multi-sites, including the school, field pitches and Panaga Club facilities. The curriculum tries to take advantage of these opportunities to maximise choice of activity.

Assessment

Assessment in P.E. focuses on the specific techniques through peer-coaching, self-assessment and teacher observation. Knowledge of rules and tactic and strategies for sports, athletics, and dance are teacher-assessed and reinforced through modelling, repetition and home-learning.

Health and fitness are assessed regularly in combination with the curriculum activity and more formal summative assessments of fitness are tested regularly.

Skills Developed

P.E. develops self-esteem and positive psychology through physical health and fitness. Life-skills in resilience, team-work and communication are built as our students learn to work together to achieve success.

Good sportsmanship is always encouraged, and our students stand out in competition through their positive behaviours and integrity.



Y7 & Y8 Spiral Curriculum

Term 1

Football, Basketball, Fitness, Badminton, Striking and Fielding.
<p><u>Key</u> _____ <u>Skills:</u></p> <p>Positional Play. Tactics & Strategies. Coaching _____ and _____ Technique. Understanding our bodies.</p>

Term 2

Dance & Movement
<p><u>Key</u> _____ <u>Skills:</u></p> <p>Positional awareness. Rhythm, melody & shape. Levels of Space. Expression of mood & emotion.</p>

Table-tennis
<p><u>Key</u> _____ <u>Skills:</u></p> <p>Techniques. Tactics & Strategies.</p>

Term 3

Striking Sports
<p><u>Key</u> _____ <u>Skills:</u></p> <p>Golf, T-Ball & Tennis. Tactics _____ & _____ Strategies. Coaching and Technique.</p>

Athletics:
<p><u>Key</u> _____ <u>Skills:</u></p> <p>Running & field techniques. Team relay technique. Coaching myself & Others. Developing understanding and knowledge of age appropriate distance and speed limits.</p>



PSHE & Citizenship

Personal, Social, Health and Economic education (PSHE) is a curriculum subject which aims to develop the knowledge, skills and attributes our students need to manage their lives, as individuals and global citizens, both now and in the future. PSHE education helps children and young people to stay safe, healthy and prepared for life's opportunities.

In a time when our Middle Years students are developing physically, intellectually, emotionally and socially at a rate greater than any other time in their lives, it is vital that we strive to support their well-being, their ability to negotiate and form positive relationships, their communication and teamwork skills and those personal qualities crucial to navigating the challenges and opportunities of the modern world.





Curriculum Content

PSHE is embedded and integrated throughout our Melilas curriculum but is specifically delivered as a taught subject in Form Groups through tutor time, a weekly PSHE lesson and supported by a weekly Melilas assembly.

Our PSHE program of study utilises a comprehensive and up to date scheme from the PSHE association, that is signposted by the Department for Education UK. This gives Panaga School a framework for designing and adapting PSHE education to link it directly to our personal qualities, take into account our unique international community and context and match our students' needs. PSHE education helps young people develop the knowledge and skills necessary to be a safe, healthy and successful member of our global society.

Assessment

There is no formal assessment of PSHE but ongoing feedback on personal development is provided verbally and through Form Tutor comments in reports and meetings.

Skills Developed

PSHE teaches our students to reflect, consider and foster work confidence, organisational skills, and teamwork. It also supports personal well-being by developing strategies for dealing with negative emotions, building empathy, assertiveness, and communication skills and contributes to a deeper understanding of Panaga School Personal Qualities.





Term 1: Health and Wellbeing

Healthy lifestyles:

Physically and mentally healthy lifestyles, managing stress, gratitude, growth mindset, keys for success and work confidence

Substances: Facts, misconceptions, influence, risks, social norms - drugs, alcohol and tobacco

Well-being and Happiness:

Emotions and their temperatures

The key of resilience

Catastrophising, Coping skills,

Online presence, positive profiles,

Online safety

Term 2: Relationships

Relationships:

Healthy and positive relationships

Expectations and stereotypes in relationships;

Managing strong feelings

The concept of consent

Friendships and diversity:

Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online

Term 3: Living in the Wider World

Economic well being:

Evaluating value for money and personal values around finance; Financial exploitation, Fundamentals of economy, financial decision making: borrowing, saving, spending, debt Impact of advertising

Careers:

Persistence, commitment, goal setting

Teamwork, developing enterprise skills; employment rights

Term 1: Health and Wellbeing

Mental health and wellbeing:

Attitudes, digital resilience, Body image, coping strategies, seeking support, dealing with negative emotions including anxiety

Social and Emotional Blockers 2

Anger: paying the price

Anger management

Procrastinating pays poorly

Term 2: Relationships

Friendships and managing influences:

Managing social influence, peer pressure and peer approval. Strategies to manage pressure to conform within a group and in relation to substance use.

Relationships:

Healthy relationships, stereotypes and discrimination, First Aid, Safeguarding, identity, different families and communities.

Term 3: Living in the Wider World

Careers:

Aspirations, personal strengths and skills. Community and careers: opportunities, patterns, routes. Applications, CVs, online presence. Employability and progression routes

Moving forward:

Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change



Science

Science curriculum content and skill development

The science curriculum at Panaga School aims to provide a solid foundation in science education, fostering curiosity, critical thinking, and practical skills.

The specific aims include:

- ★ Developing Scientific Knowledge and Understanding:
 - ★ Providing students with a broad and balanced knowledge of biology, chemistry, and physics.
 - ★ Building on prior learning and introducing more complex scientific concepts and principles compared to Key Stage 2.

- ★ Developing Scientific Skills:
 - Emphasizing the development of practical and investigative skills, including experimental design, data analysis, and scientific reasoning.
 - Encouraging students to use a variety of methods to answer scientific questions.

- ★ Understanding the Nature of Science:
 - Helping students understand how science works, its limitations, and its role in society.
 - Encouraging an appreciation of the scientific method and the importance of evidence in scientific inquiry.

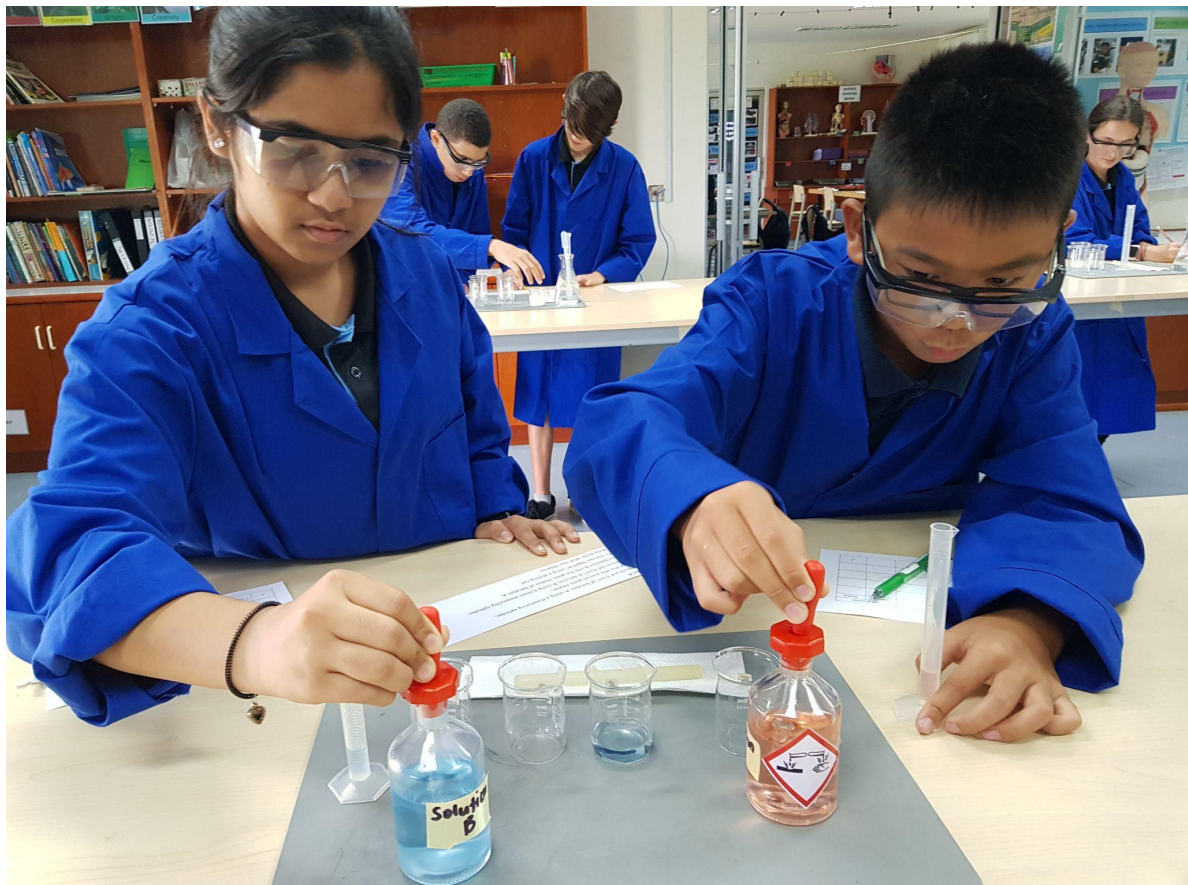
- ★ Promoting Scientific Attitudes and Personal Development:
 - Fostering a positive attitude towards science and an interest in the natural world.
 - Encouraging curiosity, critical thinking, and an understanding of the ethical implications of scientific developments.



- ★ Developing Communication and Collaboration Skills:
 - Enhancing students' ability to communicate scientific ideas effectively, both in writing and orally.
 - Encouraging collaborative work and discussions to promote a deeper understanding of scientific concepts.
- ★ Preparing for Further Study and Future Employment:
 - Providing a foundation for those who may wish to pursue science at a higher level.
 - Introducing students to the practical applications of science and its role in various careers.

Assessment

Each unit is assessed by a short in class test after each unit is finished. The preceding week's home learning is always to produce a short series of revision notes/materials for this test. The practical skills of working scientifically are assessed in lessons as and when appropriate to the learning. At the end of the year there is a summative science assessment reflecting all the topics covered over the year.





Year 7 units		Skills
Term 1	Laboratory safety and skills; Cells, tissues and organ systems The particle model; Forces	Working scientifically: managing risk; identifying error. Measurement: measuring S.I. units. Analysis and evaluation: recording and representing data; analysing and describing data; evaluating data.
Term 2	Muscles and bones; Atoms, elements and molecules; Energy	Working scientifically: identifying error; scientific process Measurement: measuring S.I. units. Analysis and evaluation: recording and representing data; analysing and describing data; evaluating data. Experimental skills & investigations: researching and presenting findings; manipulating variables
Term 3	Ecosystems; Acids and alkalis; ; Sound; Mixtures and separation	Working scientifically: managing risk; identifying error; scientific process. Measurement: measuring S.I. units. Analysis and evaluation: recording and representing data; analysing and describing data; evaluating data. Experimental skills & investigations: researching and presenting findings; manipulating variables.



Year 8 units		Skills
Term 1	<p>Ecosystems and processes; Separation techniques; Energy transfers</p>	<p>Working scientifically: identifying error; scientific process.</p> <p>Analysis and evaluation: recording and representing data; analysing and describing data; evaluating data.</p> <p>Experimental skills & investigations: researching and presenting findings; manipulating variables</p>
Term 2	<p>Adaptation & inheritance; The periodic table; Motion and pressure. Climate science</p>	<p>Working scientifically: scientific process.</p> <p>Measurement: measuring S.I. units.</p> <p>Analysis and evaluation: recording and representing data; analysing and describing data; evaluating data.</p> <p>Experimental skills & investigations: researching and presenting findings; manipulating variables</p>
Term 3	<p>Metals and their uses; Earth and space. Reproduction;</p>	<p>Working scientifically: managing risk; identifying error.</p> <p>Measurement: measuring S.I. units.</p> <p>Analysis and evaluation: analysing and describing data; evaluating data.</p> <p>Experimental skills & investigations: researching and presenting findings.</p>

