



Lower School Curriculum

Dauntsey's



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INTRODUCTION

This booklet gives a brief description of the courses followed in the First, Second and Third Forms at Dauntsey's School.

The curriculum offers a very broad, varied programme, providing interest and challenge for pupils and delivering the essential foundations for the GCSE courses that they will go on to study. With 46 timetabled lessons a week, there is plenty of time for pupils to enjoy their learning and make good progress. Single periods last for 35 minutes, but many lessons are taught as double periods.

Subjects are taught by specialist teachers in modern, well-equipped departmental areas. English and Maths are each taught for five periods a week, while the three sciences are taught as separate disciplines for a combined six periods a week (nine in the Third Form). Pupils have the opportunity to study four different languages in the First Form, before choosing which they would like to continue with.

As you will read, pupils will study a range of other important subjects. These largely stay the same in each year throughout the Lower School, though Physical Education lessons are replaced in the Third Form by our exciting Moonrakers adventure programme. Pupils also make their GCSE option choices in the Third Form, so study different subjects from the Fourth Form.

Of course, there are also many opportunities for pupils to participate in extra-curricular activities. Whether they wish to pursue dance, drama, music, sport, or one of our many other clubs and societies, we can assure you that no pupil should ever find themselves bored at Dauntsey's.

Please feel free to contact me if you would like further information or clarification about any aspect of the Lower School curriculum or other academic matters.

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ART AND DESIGN

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FIRST FORM

One of the most fundamental elements of art is the line. Following the theme of Landscape, pupils are taught how to draw with line. They begin by exploring the characteristics of line through mark-making, using a range of dry and wet media and discover how to select powerful abstract compositions with meaning. Paul Klee states, "Drawing is taking a line for a walk". Pupils are encouraged to 'take a line for a walk' by recording a range of landscapes using a variety of line to express perspective. They develop an understanding of compositional elements, for example, position, scale and quality of line and its relationship to the division of foreground, middle ground and background. Van Gogh's 'Harvest' is used as key inspiration as formal line drawing terms are taught. Drawings are then re-interpreted using different materials, techniques and processes, including collage, oil pastel, clay, print-making, coloured pencil, ink and paint together with digital interpretations using Photoshop.

SECOND FORM

Following the theme of Still Life, pupils learn how to describe form through the application of tone. While linear drawing favours boundaries, tonal drawing aims at dissolving these boundaries and stressing the quality of light and atmosphere that unites all objects in the visual field. Building on their linear based skills, pupils develop more sophisticated observational drawing techniques by recording from life. This is achieved through one object studies and a range of more complex still life set-ups. The key principles of tonal drawing are ascertained - recording surface lightness and darkness, colour and texture and shadows and highlights. Different methods of tonal application are explored through a variety of techniques and an understanding of tonal values and range are established. Compositional skills are expanded through the introduction and use of negative space. Pupils apply their learnings with the pencil via other media including paint, chalk and charcoal, collage, mixed media, paper construction, digital and printmaking.

THIRD FORM

Equipped with a range of linear and tonal drawing techniques, pupils embark on a figurative programme of study, where they learn to record the human form using the traditional sight-size measuring method. The sight-size method is a way to construct realistic drawings with great accuracy and detail. Pupils work from life using a range of props including wooden mannequins, life size skeletons and their peers. Traditional poses, movement and textural details are recorded using a variety of materials, techniques and processes. Art History is embedded throughout the course, giving pupils a range of references to gain inspiration from.

COMPLEMENTARY CURRICULUM

i/c of Complementary Curriculum: Miss A. Seager

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FIRST FORM

During the First Form, pupils will get the opportunity to explore the 3Rs: Respect, Responsibility and Relationships. Pupils are introduced to the support that Dauntsey's has in place with a 'Meet and Greet' week that kicks off their CC Journey. Pupils delve into what it means to be organised in such a big school and how to cope with the stresses that Secondary School may bring. The First Form have a chance to understand the importance of sleep, how to revise and then go on to an extensive programme of Anti-Bullying and Cyberbullying where they get to pick apart what good friends are, how to not be a bystander and where to seek advice and help if needed. By Christmas, pupils are looking at what a Charity is and spend two weeks focusing on our chosen school charity. In the spring term pupils learn a little more about Internet Safety with a visiting speaker, Karl Hopwood, as well as spend five weeks learning basic Life Skills from First Aid to relaxation in Yoga. During the summer term the First Form look at how to tackle their first set of internal exams whilst looking back at previous study skills learnt in the autumn term. Pupils spend four to five weeks learning about Puberty, their body and the changes that they are or will experience in the next few years. The year ends with a look at Refugees, Asylum Seekers and Immigration and the journeys they face to be safe and understood.

SECOND FORM

The Second Form programme kicks off with a look at what Public Services do for us and when we may need them. A local Police Officer and Police Community Support Officer visit the pupils giving them a chance to answer any of the pupils' questions as well as giving a broad overview of their work within the community and local area. This takes the pupils on to understand our Government and Parliament. Pupils have the opportunity to present a bill, debate it and attempt to get it passed as a law (new rule) for the school. Pupils then embark on a programme that looks at Anti-Bullying and Cyberbullying which builds upon their knowledge from the previous year as well as looks at different aspects of bullying; sexting, why do people bully and what can we do to help them? Pupils then look at their Time Management with Elevate, an external company that focuses on Study Skills. Pupils finish the term with looking at our chosen Charity and what it means to support a Charity. The spring term looks at Complementary Curriculum and Careers in tandem; where are the pupils focusing their attention, how can my decisions now affect my future and how can I keep myself healthy in body and mind? Pupils then mirror the First Form and spend five weeks on a Life Skills carousel which builds on knowledge learnt from the previous year as well as introduces new skills. The final term is all about 'Health'. Pupils look at stress management, resilience and positivity as well as finishing the term with a two week 'Drugs Project' which encourages them to build upon their presentation and research skills.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

THIRD FORM

Pupils in the Third Form focus on getting to know their new peers from the 13+ entry as well as have a recap on the support network around them. We focus some time on the emotional effects of bullying as well as the effects of a lack of empathy. We discuss in more depth the dangers of the internet, data sharing and how our actions online have an impact on those around us. During the summer term the Third Form learn about Human Rights and then spend three weeks putting together a presentation based on their chosen Human Right. Before moving on to Relationship and Sex Education in the summer term, pupils look at Self-Esteem, Self Confidence and Body Image which enables them to think about the impact advertising, social media and society in general have on teenagers and young adults in particular. During the summer term the Third Form delve into what makes a relationship healthy or unhealthy and the impact that this has on them as individuals. Further topics of Consent, Safe Sex, Contraception's, STIs, HIV/AIDs and Sexuality are all discussed in depth.

COMPUTER SCIENCE

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The Dauntsey's Lower School Computer Science syllabus has been designed to provide a balance between delivering key, transferable IT skills and computational thinking proficiency, whilst allowing pupils freedom to be creative as they develop into independent and autonomous learners.

FIRST FORM

Pupils begin the year with an introduction to the Dauntsey's network, learning how to access and organise files both in school and remotely; they become familiar with our intranet system (Firefly), learn to use email appropriately and gain confidence and proficiency in key IT skills. As the year progresses, pupils learn about the components found inside a computer, discover the difference between the Internet and the World Wide Web and how to stay safe online, develop their programming skills using Scratch and release their creative side by manipulating digital images in Photoshop.

SECOND FORM

In the autumn term, pupils learn how to present information using spreadsheets, employ simple formulae to automate processes and display data appropriately using graphs. Pupils go on to design and build a simple website on a topic of their choosing, using nothing more than a simple text editor. They learn the basics of producing web pages written in HTML and style them using CSS. Coding skills are developed further with projects coded in VB.net and an introduction to programming in Python. Finally, they learn why there are only 10 types of people in this world: those who understand binary and those who don't!

THIRD FORM

Pupils discover how databases are crucial to their everyday lives and learn about their structure and design and how to interrogate them using SQL. The use of cryptography in securing personal data is explored, from its origins in a basic Caesar Cipher to modern day asymmetric encryption techniques. Pupils build upon their burgeoning programming skills with more complex coding projects in VB.net before working in teams to design the next 'must have' app.

All pupils will participate in the BEBRAS Computational Thinking Challenge in November during their timetabled lessons.

DESIGN AND TECHNOLOGY

Head of Department: Mr. A. Pickford
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Pupils will be introduced to the school workshop and the strict expectations with regards to behaviour, movement around the space, and emergency procedures. They will then undertake a series of projects designed to teach them design and manufacturing skills, as well as an understanding of the working properties of a range of materials. They will use a range of hand and machine tools as well as computer aided design and manufacture.

FIRST FORM

Pupils will experience working with wood, metal and plastic during their first year. They will use a wide range of hand tools including engineers' squares, odd leg callipers, centre punches, scribes, try-squares and marking gauges. They will also use pillar drills, centre lathes, sanders, laser cutters, scroll saws, cnc router, vacuum formers, undertake soft soldering on the brazing hearth and use cnc vinyl cutters to apply their own design of graphics to their work. They will also be introduced to one of the computer aided design packages used throughout the school.

SECOND FORM

Pupils will build on their knowledge and experiences from the First Form using a wider range of materials, and adding to their hand and machine tool experiences. They will work with chisels and mallets, strip-heaters and cnc lathes, thread cutting equipment, plastic dip coating, and undertake the brazing of steel. They will forge metal into a new shape and harden and temper it to change its characteristics. They will also be introduced to two new CAD packages, and produce an object they have drawn, using 3D printers. They will also be introduced to isometric sketching, and revisit and build on several of the processes they will have experienced in the first year.

THIRD FORM

The Third Form undertake quite a substantial project in the autumn term which brings together and consolidates all of the skills from the previous two years. They work with a wide range of materials and use all of the equipment they have been developing skills with over the past two years. As part of the carousel system, they don't study DT in the spring term but return in the summer term to undertake an iterative design challenge. In pairs, the pupils have to use all of their designing and making skills, to design and model through a number of stages, a solution to a set problem. The solutions are tested in a group situation and the winners in the year group are awarded a prize.

The Lower School curriculum has been designed to give the pupils a good platform from which they can start the Design and Technology GCSE course.

DRAMA AND DANCE

Director of Drama: Mr. C. R. J. Walker
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Drama and Dance sessions are practical in nature and involve both improvised and text-based work, as well as an introduction to the basic techniques involved in a variety of dance forms. There is also a Lower School Dance Show, in which all pupils will showcase the work they have done in class.

FIRST FORM

The autumn term in drama focuses on building key dramatic skills and devising - the process of creating a piece of drama from a stimulus. Pupils largely focus on characterisation (voice, body language, facial expressions etc.) as well as creating skills. These include specific taught skills of team work, communication, leadership, public speaking and confidence building exercises. There are two formal assessments in this term with at least two written elements. The spring term focuses on storytelling and how to communicate with an audience. We focus on working with text and look at classics such as 'The Iliad' and 'Beowulf' and wonder why these stories are still relevant and popular today.

SECOND FORM

Second Form drama is a continuation and development of First Form. We again, start with key drama skills but this time on a more developed level (looking at use of space, creating realistic characters etc.). Pupils apply, demonstrate and model these skills through the lens of our 'Staging Shakespeare' topic using The Bard's famous plays to develop performance skills and begin to tackle the language. Our spring term focusses on 'Exaggeration and Comedy' looking at the history of physical comedy, mime, slapstick and silent movies and their storytelling conventions. This work is fast, fun and builds confidence as well as teaching valuable skills. There are two formal assessments in this term with two written evaluations.

THIRD FORM

Pupils are invited to develop their skills further and pit their performing ability against GCSE tasters designed for their age group. Starting with 'Creating Believable Performances' pupils develop understanding of: climax/anti-climax, building tension, body language, nonverbal communication, contrast, rhythm/pace/tempo, stage directions and using a script. In 'Presenting and Performing Texts' pupils study a text with a PSHE link, currently 'A Super Happy Story' by Jon Brittain and perform extracts in order to explore issues raised in a safe environment. Finally, pupils return to devising their own material using GCSE level stimulus to create their own work. A culmination of all the skills they have developed over the three-year programme of study. There are formal performance and written assessments including extended writing throughout the year.

EAL

Head of Department: Mr. D. S. Benedict
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FIRST FORM

EAL pupils are provided with up to five lessons a week by the EAL department depending on whether they attend mainstream English lessons. First Form EAL lessons focus on all four skills (reading, writing, listening and speaking) and are tailored according to the academic and linguistic needs of the student. A range of grammatical structures is studied which includes: tenses, modal verbs, relative clauses and reported speech. Reading for pleasure and learning is encouraged throughout the year and graded readers are used, discussed and reviewed. Topics covered in class include: entertainment, environmental issues, education, animals, sport and the weather. Pupils are given the opportunity to reflect on their work and strive to improve and learn from any mistakes made. The EAL department is in close contact with staff of mainstream English and other subjects so we can support pupils and work on any highlighted areas of weakness.

SECOND FORM

EAL lessons are tailored to suit the level of the pupils. The four skills of reading, writing, listening and speaking are covered, with an emphasis on writing. We focus on a range of grammatical structures that will assist pupils in all subjects. Topics include family, holidays, sports, festivals, education and food. Discussions arise from articles in 'The Week Junior', 'Newsround' or other relevant resources. The EAL department is in close contact with staff of mainstream English and other subjects so we can support pupils and work on any highlighted areas of weakness.

THIRD FORM

Some of the Third Form pupils will be working also in mainstream English and mainly coming to EAL for extra language support, while others with weaker English have all their EAL lessons with the department. As the pupils' level of English can vary, so we adapt our work with them as appropriate. Our outline scheme of work for this year group is set at an upper-intermediate (B2) level, designed to push pupils' language on in terms of vocabulary (with an emphasis on phrasal verbs and collocation) and somewhat more advanced grammar aspects. All four language skills are developed: pupils write for a range of purposes (including writing narratives, descriptions, letters and persuasive texts), with spelling and punctuation. There is also a strong focus on reading, particularly as a key to vocabulary development, while speaking and listening skills are practised a great deal, too. The EAL department is in close contact with staff of mainstream English and other subjects so we can support pupils and work on any highlighted areas of weakness.

ENGLISH

Head of Department: Mr. A. J. F. Brown
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FIRST FORM

The first year is based around the study of the development of the English Language. This will comprise in sequence: a unit on the story of 'Beowulf', using Rosemary Sutcliff's adaptation as a starting point; a unit on Early and Middle English; a play, such as 'A Midsummer Night's Dream', by Shakespeare; and an anthology of poetry that demonstrates how language and culture has changed over time. Pupils will also be asked to complete a spoken language assessment.

SECOND FORM

In the Second Form pupils will study: an anthology of nature poetry; a novel such as 'A Christmas Carol'; and either a play by Shakespeare or unit exploring Shakespeare's life and works. Pupils will also be asked to think critically about a selection of media texts, and short stories.

THIRD FORM

The core of the third year will be the study of: one play by Shakespeare, usually 'Romeo and Juliet'; a film text (likely to be a Shakespeare adaptation); an anthology of pre-1914 short stories by authors such as Poe or Dickens; a novel such as 'A Woman in Black'; and poems from an anthology about family.

GEOGRAPHY

Head of Department: Mrs K. S. Clark
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Our 'Living Geography' curriculum seeks to harness our pupils' innate interest in the world with its contemporary issues whilst challenging them to seek explanations about how this interconnected world works and, to consider alternative futures.

FIRST FORM

In the autumn term, pupils investigate the 'dangers' in our local area, beginning with a place perception study of the school grounds, producing simple GIS maps. Through exploring geospatial patterns of crime, they build upon their ability to present and analyse data; considering the causes and consequences and offering up solutions. Pupils then learn about the underlying factors behind flood risks in Wiltshire; consolidating their knowledge and understanding through undertaking a decision-making exercise. Spring term broadens out beyond the local area as pupils consider how and why life opportunities differ around the world, utilising an array of data whilst appraising its validity. Integral to this is the connectedness of the world and the trading systems in place. Pupils examine the role of international players and their influence upon quality of life. The contemporary challenge of ocean pollution is studied; zoning in on threats to coral reefs and the impact of plastics upon ocean ecosystems. Summer term also begins with another contemporary topic - migration, drawing upon pupil experiences to help appreciate the complexity of the causal factors behind contemporary flows of people and their consequences. The final topic sees a switch in emphasis to physical Geography as pupils assess the impact of glaciation upon the landscapes of the UK.

SECOND FORM

The autumn term commences with an investigation into the geography of disease - identifying spatial patterns and examining the causes behind them. As part of this unit pupils undertake a role play, skilling them in relational thinking where different perspectives are considered. Keeping with contemporary issues, pupils study the human and physical geography of the Middle East to garner them with a fuller knowledge and understanding of this very important geopolitical region. The pupils consider the complexity of issues surrounding resource demand, culminating in a decision-making exercise. Spring term begins with the diversity of opportunities and challenges facing sub-Saharan African nations, amalgamating human, physical and environmental geography. Pupils confront the stereotypical portrayal of this region through investigating a range cartographic, graphical, numerical and statistical information. Within this unit, gender equality and its effect upon development is also studied. The human impact natural world is under the spotlight as pupils consider how humans have impacted the wilderness areas of the high latitudes. Pupils evaluate the success of inter-governmental agreements in protecting these global commons. Coasts, their final topic of the year, involves a fieldtrip to Dorset's world heritage coastline to garner pupils with knowledge and understanding of the processes at play in the real, 'untidy' world.

THIRD FORM

Pupils are introduced to rivers as a vital part of our world, considering their importance from different perspectives. Pupils examine the significance of rivers in the water cycle and in shaping the landscape through physical processes. The controversial issue of climate change is tackled through assessing past and present current evidence. Potential scenarios are examined and sources evaluated. Pupils undertake a class debate on the strategies for mitigation against and adaptation to climate change. In spring term, pupils' study tectonic hazards, evaluating the evidence for the theory of plate tectonics. Pupils learn about the natural processes at work alongside the resultant hazards. Through researching recent tectonic disasters, pupils evaluate how a country's stage of development can influence the degree of risk faced by populations. The theory of peak oil is debated as part of a unit on resource depletion. Additionally, pupils examine the concept of water scarcity and its potential consequences upon political stability. In the summer term, pupils study the broad unit of 'UK landscapes' where the interplay of human, physical, environmental geography is investigated. The significance of geology to the resultant landscape is examined through the use of local fieldwork and maps. The concepts of 'core and periphery' are considered in the context of the importance of London (and its hinterland) to the UK's economy and political decision making.

HISTORY

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In the Lower School, nine projects spread throughout Key Stage 3 help our pupils advance their skills in independent learning and are tied to our goal of developing our pupils' aptitudes in analytical and evaluative written English, their oral presentation skills and their abilities for historical source analysis.

FIRST FORM

In the First Form our pupils explore the medieval world. Starting with the Battle of Hastings and associated Norman Invasion in the autumn term, we move to look at exciting medieval developments politically and socially: the nature of medieval kingship and *Magna Carta*, the Crusades, everyday peasant life and the feudal system, the black death and the Peasants' Revolt and finally faith, belief, monastic life and the Reformation.

SECOND FORM

In the Second Form our pupils start to look at the seismic changes brought about by technological change and the Industrial Revolution exploring how, in particular, Britain became the global superpower by 1900. We explore changes in manufacturing and the development of new sources of power linking this to the slave trade and the British Empire in ways which help us explore the complex and uncomfortable nature of British global hegemony. Allied to this we explore Victorian British immigration and emigration before looking at the origins of our democracy from the Great Reform Act of 1832 to Suffragist and Suffragette campaigns for votes for women in the early Twentieth Century.

THIRD FORM

In the Third Form we begin to prepare our pupils for the IGCSE Modern World Course. The autumn term is spent exploring the First World War, and the Western Front in particular - often independently and through the experiences of various Old Dauntseians who perished in that conflict. In the spring term an investigation of the USA between the wars charts the rise of a new world superpower, and gives an introduction to modern economics and socio-cultural developments. What is more, our study of the Holocaust in the summer term also affords our pupils a greater understanding of the human condition and the opportunity to meet a survivor of the camps.

LATIN

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FIRST FORM

First Form do the Language carousel - one and a half terms of, say, Latin and French, then one and a half terms of, say, German and Spanish. In that time, they do half a Latin textbook (the Cambridge Latin Course, book I), meet Caecilius and his family, learn about Pompeii, villas, food, the forum, the law-court, the theatre and slaves; and about subjects and objects, verbs (three tenses) and pick up the basics of translation skills.

SECOND FORM

Second Form have chosen to do Latin on the timetable for two years; during this year, they finish book I of the CLC, including gladiators and the eruption of Vesuvius; and, language-wise, they meet the dative, and various other bits of syntax. We then move to book II, where the action moves to Britain, taking in Boudicca, Fishbourne palace, mosaics and Alexandria; the language begins to get a bit more complicated, including relative clauses and gender.

THIRD FORM

Third Form finish book II, and move to book III; we start in Bath, and learn about Roman Britain, curse tablets, the army and Roman forts; linguistically, things develop with participles, ut clauses and the subjunctive. Vocab tests, which have been a feature throughout the first and second years, consolidate the pupils' language skills, and pupils are required to learn 200 words for the end-of-year exam - approximately half the GCSE requirement, enabling those that pick it as a GCSE, to hit the ground running.

LEARNING SUPPORT

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FIRST AND SECOND FORM

Lessons are individual and personalised. Literacy based lessons might follow specific reading and spelling programmes or develop writing skills working at word, sentence and paragraph level. Maths skills follow the mainstream scheme of work with an emphasis on using practical resources to support learning.

Study skills are also introduced such as higher order reading skills, note-taking, proof reading etc.

Revision and Exam Techniques is also an important part of the lessons and are introduced in the summer term. Pupils create a range of revision materials such as flashcards, mind maps, glossaries of key terms and practice past paper questions.

Pupils develop a growing understanding of their own profile including their strengths as well as develop strategies to support areas they might find challenging.

THIRD FORM

By this stage, pupils should demonstrate growing independence. For example, they would be expected to manage their time, organise their belongings and work more independently.

Literacy lessons will include developing analytical skills as well as expecting pupils to write in a range of sentence structures and edit and proofread their work effectively.

Maths and Science support follow the topics and skills introduced in the mainstream lessons.

By this stage, pupils should have an awareness of revision techniques that suit them best and preparation for exams should be increasingly independent.

Pupils develop a growing understanding of their own profile including their strengths as well as develop strategies to support areas they might find challenging.

MATHEMATICS

Head of Department: Mr. P. A. Mobbs
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FIRST FORM

In the First Form, calculators are not used in the autumn term and even after that, the emphasis is on mental strategies. Topics covered relating to number: prime numbers, highest common factor, lowest common multiple, decimals, number operations, BIDMAS, powers, roots, reciprocals, negative numbers, rounding, estimation, fractions and percentages. Topics covered relating to algebra: substitution, expanding brackets, forming and solving linear equations, sequences and real-life graphs. Topics covered relating to statistics: bar charts, line graphs, pictograms, tally charts, pie charts, averages and range, and probability. Topics covered relating to shape and space: angles on a line and about a point, angles in triangles and quadrilaterals, angles in parallel lines, circumference and arc length, area of circles and sectors, area and perimeter of rectangles, triangles and parallelograms, units and 3D shapes.

SECOND FORM

Topics covered relating to number: rounding to significant figures, estimation using rounding and percentages. Topics covered relating to algebra: gradients of graphs, equation of a line, modelling using graphs, simple quadratic equations, modelling with algebra, factorising into a single bracket, inequalities, proportion and ratio, and linear simultaneous equations. Topics covered relating to statistics: averages and range from a frequency table and comparing datasets. Topics covered relating to shape and space: transformations, scale diagrams, interior and exterior angles in polygons, bearings, Pythagoras' Theorem, properties of quadrilaterals, compass constructions, and volume and surface area of prisms.

THIRD FORM

In the Third Form, the top set are put on to an accelerated curriculum after October half term, so will cover slightly more material over the year. The remaining sets cover these topics relating to number: fractions, decimals and percentages, compound interest, reverse percentages, standard index form, upper and lower bounds (including with significant figures), highest common factor and lowest common denominator with prime factorisation and sets. Topics covered relating to algebra: rules of indices, solving linear equations including brackets, solving equations with roots and powers, expanding two and three brackets, factorising into a single bracket, factorising a quadratic, solving linear simultaneous equations by elimination, rearranging formulae, plotting quadratic graphs, solving quadratics by factorising, conversion graphs, equation of a line, equation of perpendicular bisectors, finding midpoints and distance-time graphs. Topics covered relating to statistics: average and range from frequency tables, estimating the mean from grouped data, inter-quartile range, cumulative frequency graphs, probability, expected frequency and sample space diagrams. Topics covered relating to shape and space: area and perimeter of circles, kites, parallelograms, trapezia, similar shapes, trigonometry in right-angled triangles, and trigonometry with bearings.

MODERN LANGUAGES

FRENCH	Head of Department: Miss P. J. Harrison Email: p.harrison@dauntseys.org
GERMAN	Head of Department: Mrs. V. A. H. Wilks Email: v.wilks@dauntseys.org
SPANISH	Head of Department: Mrs D. C. Hills Email: d.hills@dauntseys.org

FIRST FORM

In the First Form, all pupils take part in a language carousel, studying German and Spanish for half of the school year and French and Latin for the other half. In their Modern Language lessons, the emphasis is very much on developing the confidence to speak a foreign language, with plenty of opportunity for games and pair work. By the end of the course pupils will be able to use numbers and speak and write about themselves and their families.

SECOND FORM

In the Second Form, pupils choose to carry on with two of the four languages and have three lessons a week for each. In their Modern Language lessons, they will focus on a variety of topics including food, local area and hobbies. Lessons remain communicative but pupils develop an increased grammatical awareness, enabling them to develop better reading and writing skills.

THIRD FORM

Modern Language lessons in the Third Form build on the basics already covered. Pupils have three lessons a week and these will involve lots of activities to improve speaking and listening skills. Pupils will also be introduced to more grammar in preparation for IGCSE. By the end of the Third Form they will be able to speak confidently and write longer pieces of work accurately, expressing opinions and using a variety of tenses. Topics covered will include daily routine, the media, parts of the body and illness.

During their time in the Lower School all pupils will be offered the opportunity to take part in a trip to Germany, France or Spain in order to experience a different culture and to boost their confidence in speaking a foreign language. Various activities are also organised each year in School to develop pupils' cultural awareness and to encourage them to further their understanding of the countries whose languages they are studying.

MOONRAKERS

Master in Charge: Mr. S. T. Moore
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Moonrakers is a programme of adventurous activities run on campus and around the local area on Friday afternoons, which all Third Form pupils undertake. It aims to provide students with experiences in a variety of settings in order to allow them to challenge themselves and recognise all that is good about yourself and others.

Pupils remain with the same group for most of the year, building up a team that knows and trusts each other and learning to manage differing personalities and approaches.

The programme varies a little each year but activities include:

- Kayaking
- Orienteering
- Survival Skills
- Cycling
- Climbing
- Navigation
- Improvised River Crossing
- Lifeguarding
- First Aid
- Geocaching
- Self Defence
- Team Challenges
- Shooting
- Archery
- Outdoor Cooking
- Sub Aqua

At the end of the summer term, all pupils attend Moonrakers Camp, where over a period of six days they participate in a wide range of adventures at the Outward Bound Centre in Aberdovey, Wales.

There is a short video about Moonrakers located at <http://bit.ly/AboutMoonrakers>.

MUSIC

Director of Music: Mr. G. G. Harris
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FIRST FORM

Pupils in the First Form begin the academic year preparing a large-scale song medley performance for the Lower School Music Festival, which is held just before October half-term. The curriculum is centred on practical, skills-based learning and focuses on pupils gaining a secure understanding of the Elements of Music in this first year. Pupils use graphic scores in this project, with classroom percussion to create a composition which demonstrates different musical elements. Pupils are taught different forms of notation and features of the Baroque Period in the Pachelbel's Canon project. Here, pupils create an arrangement of this piece using classroom instruments or their own. We also use this piece as an introduction to Music Technology, using Sibelius, where pupils learn how to input a basic score into the program. During the Keyboard Skills project, all pupils are taught how to play and practical work is highly differentiated for those who already learn the instrument. Pupils learn how to play the ukulele in the final project of the year, including how to accompany songs. There is a large focus on singing in all projects.

SECOND FORM

Pupils in the Second Form begin the academic year preparing a large-scale song medley performance for the Lower School Music Festival, which is held just before October half-term. The curriculum for this year is centred on melody writing and begins with an Improvisation project, where pupils learn the principles and techniques of inventing music spontaneously. This leads into the Blues project, where pupils perform Blues music and write a Blues song, alongside gaining an understanding of the historical importance and contextual information. In the Indian Music project, pupils revisit their improvisation skills, learn about the features of this music, and create a piece based upon a Hindu myth. This leads on to our fusion project, Bhangra Music, which we use as an introduction to Cubase. Pupils learn basic sequencing information and use audio samples to create a fusion piece. The penultimate topic is Theme and Variations, where pupils learn a famous melodic theme and discover ways to change and vary the melody. The final topic of the year is Classical Music. Pupils learn about features of the style and play an arrangement of a piece by Mozart, which culminates with a short composition demonstrating antecedent and consequence in melody writing. Again, there is a large focus on singing, and pupils are encouraged to use the ukulele, keyboard, or their own instruments in all projects.

THIRD FORM

Pupils in the Third Form begin the academic year preparing a large-scale song medley performance for the Lower School Music Festival, which is held just before October half-term. In the first project of year, pupils revisit their ukulele skills and learn how pop songs are composed through performing many from different eras. This leads on to a pop song composition. Pupils learn about Reggae and Calypso Music in the next project, performing arrangements of traditional music from the Caribbean and music by Bob Marley. In the Minimalism project, pupils revisit melody writing and create a short piece based upon repeating cells. The final project is Film Music, where pupils learn the process behind creating music for film and use Cubase to create a soundscape to accompany a film clip of a sky dive.

PHYSICAL EDUCATION

Head of Core PE: Mr. W. P. J. Whyte
Email: w.whyte@dauntseys.org

FIRST FORM

In the First Form, pupils have one double period of Core PE a week. Pupils alternate between PE and swimming, changing every half term. In their PE lessons, they will improve their fundamental movement skills in the autumn term, before moving on to gymnastics in the spring term and then rounders and softball in the summer term. Their swimming lessons will focus primarily on building their water confidence and skills in the autumn and spring terms, before enjoying a variety of games and challenges in the summer term.

SECOND FORM

In the Second Form, pupils have one double period of Core PE a week. Pupils alternate between PE and swimming, changing every half term. In their PE lessons, they will develop their badminton and table tennis in the autumn term, before moving on to indoor athletics in the spring term. Pupils will finish the year with basketball during the summer term. Their swimming lessons will focus primarily on developing stroke technique in the autumn term, including an introduction to starts, turns, relays and diving. During the spring term pupils will work on personal survival and lifesaving, before moving on to water polo in the summer term.

The key aims for pupils are as follows:

- To develop a range of psycho-motor and fundamental movement skills.
- To develop an understanding of key fitness training principles.
- To develop aesthetic awareness and body control.
- To understand the importance of exercise and physical activity in maintaining a balanced and healthy lifestyle.
- To develop a positive attitude towards health and fitness.
- To develop values of fair play, competition and sportsmanship.
- To develop an understanding and appreciation of a wide range of physical activities.
- To develop self-esteem, confidence and enjoyment through physical activity.

THIRD FORM

In the Third Form, Physical Education lessons are replaced by our exciting Moonrakers adventure programme.

RELIGION, PHILOSOPHY AND ETHICS

Head of Department: Miss R. A. Hillier
Email: r.hillier@dauntseys.org

FIRST FORM

In the First Form, we focus on developing student's knowledge of world religions, exploring their spiritual ideas and building their philosophical thinking skills. We begin the autumn term with Aristotle's Virtue Ethics theory. Using this, pupils then investigate some biblical heroes of the Old Testament to understand what virtues they upheld and what we can learn from them in the modern age. We also apply this ethical theory to Jesus, considering why he is still relevant in the 21st Century through his inspiration to Martin Luther King Jr and Mother Teresa and the modern Christian movement of social justice. In the spring term, we investigate our varied beliefs on what God is and compare these to beliefs about deities in Hinduism. Then we explore the idea of devotion, especially through pilgrimages which can be very physically challenging to believers. During the summer term, we consider what it means to be religious in the 21st Century by investigating rites of passage and religious food laws.

SECOND FORM

In the Second Form, we start the autumn term with a close exploration of key beliefs in Buddhism focusing particularly on Buddhist beliefs on the non-material aspects of life and questioning what will make us permanently happy. During the spring term we investigate the ethics of Wealth and Poverty, exploring such moral questions as whether charity begins at home with reference to international development aid, what we should be doing to end relative poverty in the United Kingdom and Sikh beliefs regarding duty, equality and langar. In the summer term, we consider the value of human life from a religious perspective and the development of the United Nations Declaration of Human Rights.

THIRD FORM

In Third Form, we aim to deepen pupils' philosophical understanding and begin the year by exploring the concept of Good and Evil from a Christian perspective. We cover such issues as where evil came from in a perfect world, creationism and whether the existence of evil and God can ever be reconciled. During the spring term, we discuss whether religion is a force for good in the world through topical issues such as medical ethics, extremism and capital punishment. We end the Lower School syllabus by extending pupils into Political Philosophy, using Hobbes' understanding of human nature to discuss what type of political system and leadership works best in society.

SCIENCE

Head of Science: Mr. A. J. Crossley
Email: a.crossley@dauntseys.org

BIOLOGY

Head of Biology: Mr. V. R. Muir
Email: v.muir@dauntseys.org

FIRST FORM

We offer the First Form Biologists one of the most exciting courses on offer at Dauntsey's - learning about forensic science to solve a crime. Pupils will carry out the following tasks: Identifying and classifying living organisms, analysing fingerprints, analysing fibres using microscopes, carrying out chemical tests to identify unknown chemicals, examination of dentition, research into poisons and organ systems, analysis of blood splatter patterns, conducting microbiological investigations and much more. At the end of the course, pupils will use their 'evidence books' to assemble a case to solve a crime which involves a horrific murder. Who did it? Garry, Louise or Deirdre?

SECOND FORM

Our Second Form pupils cover a wide range of different topics over the course of the year. The year starts off with looking at the microscopic world of bacteria, fungi and viruses and then moves into understanding how the immune system and vaccines keep them at bay. We then look at the effect drugs and alcohol have on various body systems before moving onto diet and health. We finish off the course looking at the extremely popular topics of competition between organisms, how life is adapted to the environment and how organisms evolve over time. The final task for the year is a large open research topic on an animal of interest to each student.

THIRD FORM

Our Third Form pupils begin the Edexcel IGCSE course along with Chemistry and Physics. In this year, all students cover the triple award content but over the course of the year students will need to decide if they will continue with triple award or shift to double award in the Fourth Form. The course begins with the foundations of Biology covering topics such as: classification of living organisms, cell structure and function, basic biochemistry before moving onto the breathing system and gas exchange and how living organisms release energy by respiration. We complete the year studying the increasingly salient topics of ecology, climate change and pollution.

CHEMISTRY

Head of Chemistry: Mrs L. Syms
Email: l.syms@dauntseys.org

Our focus in the Chemistry Department is to develop enjoyment of Chemistry by allowing the pupils opportunities to carry out practical experiments and develop their analytical skills whilst teaching them the theory behind everyday chemical reactions.

FIRST FORM

In the First Form pupils have an introduction to laboratory safety and hazard symbols. We look at using and drawing chemical apparatus. The pupils learn how to use the Bunsen Burner. We cover the topics of States of Matter and Separation Techniques and carry out practical's on filtration, distillation, crystallisation, and chromatography. We end the year with the pupils carrying out a Chemistry project where they also begin to develop research skills.

SECOND FORM

In the Second Form the pupils continue to develop their practical skills. We introduce the Periodic Table and pupils learn about elements, mixtures and compounds. Pupils learn how to classify elements as metals or non-metals based on their properties. We learn about chemical reactions and introduce word equations and how to apply these to everyday reactions including combustion. The pupils learn about acids, alkalis and indicators. We look at the pH scale and investigate the pH values of both laboratory chemicals and household substances. We even make our own indicator from red cabbage. At the end of the year the pupils carry out a Science project in conjunction with Biology and Physics.

THIRD FORM

In the Third Form we introduce the IGCSE Chemistry course. We aim to develop the pupil's independent skills of explaining, analysing and evaluating. We study some core topics of the IGCSE course including Atomic Structure and the Periodic Table and the Reactions of Metals and the Reactivity Series. The pupils learn about chemical bonding and how this influences the properties of structures. At the end of the year we cover the topic of Rates of Reaction which gives opportunity for a variety of experiments.

PHYSICS

Head of Physics: Mr. J. L. Johns
Email: j.johns@dauntseys.org

FIRST FORM

In the First Form the aim is to stimulate an interest in the subject, to introduce basic ideas, and develop a thoughtful approach to experimental work. All the work is practically based. The course is divided into a number of basic sections: Forces, Light and Space and Energy.

SECOND FORM

In the Second Form we continue to develop practical skills with the pupils being steered towards their own conclusions. The topics covered over the year include: Electricity, Magnetism, Motion, the Origin of the Universe and the Life Cycle of Stars.

THIRD FORM

In the Third Form the pupils begin the IGCSE course. The concepts are taught with an emphasis on investigation. Pupils are encouraged to analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from their experimental activities. The subject content covered over the year includes: Waves, Density and Pressure, Static and Current Electricity, the Electromagnetic Spectrum and Energy Resources.



[www. dauntseys.org](http://www.dauntseys.org)

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