



HARRODIAN

# 11s OPTIONS CHOICES

FOR YEAR 7 (11S) STARTING SEPTEMBER 2018

## Dear 10s (Year 6) Parents and Pupils

This booklet gives you information about the option subjects that we offer pupils in the 11s (Year 7) and 12s (Year 8) and I hope you find it useful. 11s pupils will continue to enjoy the core subjects of Mathematics, English and Science. Other subjects that continue to form the mainstream curriculum are French, Geography, History, Religious Studies, Sport and Citizenship.

Pupils will also be required to choose subjects offered in two Option Blocks. Option subjects are designed to be two year courses running throughout the 11s and 12s. The structure of the Option Blocks is set out in the table and explained below:

Option Block A	Option Block B (Pupils must choose either the Latin or Non-Latin Route)	
	Latin Route	Non-Latin Route
Spanish	Latin (2 lessons a week)	
Italian	Plus 2 from the following list (1 lesson per week):	All pupils study four of the subjects below (1 lesson per week):
	Drama	Drama
	Art	Art
	Music	Music
	Physical Education	Physical Education
	Computing	Computing

### Option Block A – Spanish or Italian

Harrodian has always been very proud of its tradition in encouraging pupils to develop their abilities and interests in modern languages.

Pupils will therefore continue to study French (2 lessons a week), but are also required to choose between Spanish or Italian (2 lessons a week) and commit to a two year programme of study. In the Senior School, pupils must pursue at least one of these three modern foreign languages to GCSE. Please note that should pupils wish to continue to study Spanish or Italian to GCSE, they must choose this language option now, as no beginner sets will be offered in the 13s.

### **Option Block B – Latin and Non-Latin Route**

Pupils will need to decide whether they wish to continue studying Latin to 13+ Common Entrance. Latin is set in these year groups, so all levels of ability are catered for (including beginners). This two year course prepares pupils for ISEB 13+ Common Entrance Latin and is an ideal foundation from which to pursue GCSE/A Level Latin in our Senior School. In addition, pupils who elect to continue Latin will be able to choose two other subjects from the following list: Art, Music, Drama, Physical Education and Computing.

Those pupils who choose not to continue studying Latin will automatically continue to study four out of the following: Art, Music, Drama, Physical Education and Computing as part of their timetable and no further choices will be necessary. Each of these four subjects is taught as a stand-alone lesson per week.

Should you require any further information or help regarding the choice of options available, please do not hesitate to contact the relevant Head of Department or me for assistance.

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# LANGUAGE OPTION

## ITALIAN

### **Topics to be covered in the 11s (Year 7) and 12s (Year 8):**

Alphabet and pronunciation	Asking for and telling the time
Numbers and colours	Daily routine
Classroom objects and language	Saying where you are going
Greetings and introductions	Talking about family and house
Cities, countries and nationalities	Talking about jobs
Age and birthdays	What you do at work
Body parts and health	Shops and how much things cost
School subjects and opinions	Talking about holidays
School environment	Clothes
Physical and character descriptions	

### **By the end of the course pupils should be able to:**

- speak, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on topics such as school subjects, hobbies and clothes
- take part in role-plays on topics covered such as buying items in shops
- have a sound knowledge of grammar points, specifically the present tense of regular and irregular verbs, the present continuous, the perfect tense with “avere”, the future tense, genders, adjectival agreements, question words, possessive adjectives, prepositions, adverbs of time and frequency
- write and present orally some facts and opinions on the topics covered, such as describing a person or a holiday

### **Assessment and Marking:**

Pupils' progress will be assessed on a regular basis with small tests. At the end of each module, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills - reading, writing, listening and speaking. Pupils will also sit an end-of-year examination in the four skills in the 11s and Common Entrance examinations in the 12s. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

**Textbook:** Amici d'Italia 1

# LANGUAGE OPTION

## SPANISH

### Topics to be covered in the 11s (Year 7) and 12s (Year 8):

Greetings and personal details	Numbers, telling someone's age
Telling the time	Days of the week, months and dates
Classroom instructions	School equipment
Alphabet and spelling words	Pets and family members
School and school subjects	Mealtimes, food and drink
Transport	Countries and nationalities
House, home (room and furniture) and chores	Daily routine
Local area, directions and places in town	Weather and seasons
Sport and leisure activities	Organising to go out
Personal details, physical descriptions	Personalities
Making requests and expressing needs	Expressing likes and dislikes
Holiday activities and past holidays	Clothes
TV programmes and music	

### By the end of the course pupils should be able to:

- speak, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on topics such as food and drink and leisure activities
- take part in role-plays, for example giving and asking for directions, organising to go out with a friend and ordering food in a cafe
- asking personal information questions
- have a sound knowledge of basic grammar points, specifically the present, preterite and future tenses, prepositions, adjectival agreement, question words and demonstrative pronouns

### Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests. At the end of each module a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills - reading/writing/listening and speaking. Pupils will also sit an end-of-the-year examination in the four skills in the 11s and Common Entrance examinations in the 12s. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

**Textbooks:** ¡Viva! Book 1 and ¡Viva! Book 2

# LATIN

## 11s (Year 7)

In the 11s (Year 7), Latin pupils will continue to study the language, building on the grammar and vocabulary foundations laid in the 9s and 10s. Pupils new to Latin are also most welcome. Pupils will use the *Who Said Latin's Dead?* course, getting to grips with the different cases in Latin and a number of new tenses. This is a story-based course that has pupils learning Latin by following the exploits and daily lives of two students, Olivia and Guy.

This course offers a strong base in elementary Latin vocabulary and pupils will significantly develop their recall of Latin words through the translation of the story passages, sentences to translate and composition into Latin.

The course will also introduce and support some more advanced grammar rules, including verb endings for different tenses and the different cases of nouns. Pupils will practise recognising and correctly translating these features of the language through specific exercises, as well as stories. They will study this alongside the busy and bustling background of Roman Pompeii, a glamorous and prosperous trading town that once existed on the coast of Italy not far from the volcano Vesuvius. This inspiring learning backdrop will be further realised through the annual 11s Classics trip to Italy which takes place at Easter.

**Textbooks and Resources:** *Who Said Latin's Dead?* Level 1 books; Cambridge Latin Course book 1; *So You Really Want To Learn Latin* Book 1; Cambridge Latin Course website; department resources.

## 12s (Year 8):

Latin at Common Entrance allows pupils to continue their Latin studies to the best of their ability, with three different levels of content on offer. Although most pupils will aim to study Level 2, Level 3 offers the gifted Latinist the opportunity to engage with some new, advanced topics, whereas Level 1 will provide a solid grounding in the core topics of the language.

All pupils will study the language through the *Who Said Latin's dead?* course, which also caters to the different levels of study. With a set and finite amount of words to learn, the focus of the course is very much on developing the young Latinists' use and comprehension of grammar rules. These will include full verb tenses for the present, imperfect, perfect, pluperfect and future tenses, in all conjugations and the cases of nouns and adjectives in full across most declensions. Pupils will train themselves to recall these rules by heart and to recognise their usage in Latin passages and grammar specific comprehensions. Pupils will also study some famous Greek and Roman myths, including the Trojan war and Perseus and Medusa, alongside the language for the background section of the Common Entrance examination.

### **Assessment and Marking**

The language part of the examination will consist of four sections; a story-based comprehension, a translation, a grammar-based comprehension and a short background essay. The passages used in the papers often tell tales from ancient history and legend that pupils will be familiar with. In addition, pupils will have the opportunity to study and learn the details of some of the most famous stories in ancient Greek mythology in the background essay section of their examination.

### **Textbooks and Resources**

*Who Said Latin's Dead?* Level 1 and 2 books; ISEB *Ab initio* 1 and 2; ISEB *Ab initio* grammar book; ISEB vocabulary book; *So You Really Want To Learn Latin Books 1-3*; department resources.

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# ART AND DESIGN

## **11s (Year 7):**

This subject encourages an adventurous and enquiring approach to Art and Design. It builds upon pupils' painting, drawing and design skills, developing pupils' knowledge of the work of artists and designers within the context of their own work. The Art Department encourages knowledge of both contemporary approaches, as well as the more traditional.

Pupils develop their abilities to:

- record and select details from source materials
- record using a range of traditional materials, as well as digital media
- improve their ability to refine, develop, review and improve
- work within groups to create big artworks
- learn to use line, tone, colour and texture in different ways

## **12s (Year 8):**

The Year 8 Art syllabus looks at both two dimensional and three dimensional artwork using a variety of different methods and materials. The work of other sculptors and artists is used to inform this work and the materials used.

Where possible the projects link to current and relevant exhibitions in London.

Pupils will develop their abilities to:

- investigate and combine visual and tactile qualities of other materials and processes
- apply their experiences of materials and processes, developing skills and control of tools and techniques
- experiment with scale
- develop and extend ideas from a given starting point under a topic



# COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of computer science, and are responsible, competent, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to 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.

## 11s (Year 7):

### Topics to be covered this year:

- **Online safety:** How to stay in control, how to report a problem. CEOP resources.
- **Ecommerce:** setting up an automatic ordering system for a pizza restaurant.
- **Under the hood of a computer:** history of computing; of components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes.
- **Drawing and manipulating shapes:** write a program that creates an artwork based on drawing and positioning shapes found in Celtic or Islamic art.
- **Web page creation** from the ground up.
- **Programming a calculator.**
- **Programming a quiz.**

## 12s (Year 8):

### Topics to be covered this year:

- **Operating Systems** and the “Human-Computer Interface”.
- **Representing images:** understanding of how images and the colours within them are constructed in terms of binary and pixels.
- **Binary:** students are challenged to create a video tutorial to help students of a similar age learn binary and binary arithmetic.
- **Programming using selection statements and Boolean expressions.**
- **Connecting to the internet:** split a message into data packets like the TCP/IP protocol.
- **Sorting:** examine how computers and humans cope with sorting, and experiment with running sorting algorithms on different sets of data.
- **Programming in Python:** Make a computer appear intelligent by holding a conversation with a human.

### By the end of the 2-year course pupils should be able to:

- understand the foundations of computing: how computers have developed from the basic calculators and machinery used to solve problems, to programmable, general-purpose computers, and some of the key people involved in that process;

- analyse problems in computational terms, and write computer programs in order to solve problems;
- use programming techniques such as iteration, procedures, selection and variables;
- research websites effectively, evaluating the data for bias and validity, and present findings using appropriate software;
- understand what a computer is made up of and the part each component plays
- understand broadly how the web works: how searches work and how to evaluate the reliability of results;
- make responsible choices when using information and communication technology, considering digital footprint.

### **Assessment and Marking**

A-D grades will be given for understanding of subject concepts and quality of classwork, and number grades 1-4 given for effort & work ethic. These are awarded for each topic and are reflected in reported grades. Feedback will focus on what was done well and targets for improvement. There will be tests throughout the year, typically at the end of each term.

### **Textbook**

Literature and workbooks which students require will be provided. Many links and tutorials will be available via the teacher's website: [www.jgledhill.co.uk](http://www.jgledhill.co.uk).

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# DRAMA

Drama is a dynamic, creative and inspiring subject that offers, through exercises, script work and improvisation, the chance to explore the world we live in and to develop individual self-confidence.

## **11s (Year 7):**

In the 11s (Year 7), the subject provides a learning experience as well as exercising pupils' imaginations. Over the ten week period pupils engage in a variety of practical tasks as a whole group, within smaller groups and individually. An exciting range of topics is explored, beginning with team-building activities and the development of drama skills, such as slow motion, soundscaping and tableaux. These skills are then applied in a Haunted House scheme of work, culminating in the pupils devising their own pieces of drama entitled '*Darkwood Manor*'. To widen the pupils' knowledge and understanding of the drama and theatre world, the ten week syllabus closes with an introduction to the genres of Naturalism, Farce and Tragedy through discussion, improvisation and script work.

## **12s (Year 8):**

The 12s (Year 8) Drama syllabus is designed to develop pupils' use of drama skills through socially and culturally relevant topics. The class is introduced to the meaning of status and hierarchy and how this can be applied and understood in performance. Next, the pupils engage in role play and participate in a whole class case conference involving a school refusnik. The emotional impact of bullying is explored from a variety of perspectives and pupils create naturalistic and physical work. The syllabus closes with an exploration of Witchcraft in the 1600s, involving script work from '*Vinegar Tom*' and improvisation work where beliefs are applied to the past and present.

## **Assessment and Marking**

Summative assessment in Drama is ongoing and takes the form of verbal feedback. Peer assessment is also continuous with all pupils encouraged to offer constructive criticism following performances.

# MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in the main musical activities of listening, performing, appraising and composing. Pupils will also have the opportunity to use Music Technology to supplement and enhance their understanding. A wide variety of musical styles are covered, from medieval music through to pop songs, and pupils are involved in different forms of music making, both individual and communal, helping to develop a sense of group identity and togetherness. We believe that whilst music is creative, it is also an art subject that challenges the mind.

The 11s will look at the following topics throughout the year:

## **The Elements of Music**

Pupils will begin to understand and create music with greater awareness of the main musical ingredients. They will explore music written in a variety of popular and classical styles and begin to compose their own pieces based on the musical elements.

## **Songwriting and Singing**

Pupils will learn about what makes a good pop song, and will write and perform their own songs in groups. They will also gain experience of singing in parts with others.

## **Medieval Music**

Pupils will learn about medieval instruments and types of medieval music, and will discover where and when music would have been heard in Medieval England. They will have the opportunity to compose, listen and perform using the modal system as their foundation.

## **Music & Art**

Pupils will begin to understand the relationship between music and art, drawing direct links between musical elements and the visual images they are able to create. This is largely done through study of Mussorgsky's 'Pictures at an Exhibition'. The project ends with a group composition of their own linked to a piece of art of their choice.

## **Musical Notation**

During this project, pupils will gain an understanding of how to read and write standard Western musical notation. This will be achieved through a variety of tasks linked to Johan Pachelbel's Canon in D, pupils being able to perform and arrange this work using their note reading skills. They will also learn to use the music technology application Garageband, and will use this to develop their understanding. The unit ends with a final listening and performing assessment.

## PE

PE encourages values such as organisation, communication, perseverance, leadership and honesty in conjunction with enabling pupils to become highly skilled performers. In the 11s, the emphasis is on consolidating the concepts explored in the Lower Prep School to establish competent, confident and expert techniques whilst enabling pupils to apply them across different sports and physical activities. Pupils are encouraged to gain an appreciation of what makes a performance effective and how to apply these principles to their own and others' work. They should also develop the confidence and interest to get involved in exercise, sports and activities outside of school and in later life, whilst understanding the long-term health benefits of physical activity.

### **Topics to be covered in the 11s**

Pupils will have the opportunity to consolidate and extend their skills in the main team sports that they currently specialise in throughout the school year, such as netball, football, hockey, rugby, rounders and cricket. There will also be greater opportunities to develop skills in athletics, tennis and swimming and the chance to increase fitness levels and gain a wider appreciation of different methods of training, fitness testing and leadership skills. There will also be exciting opportunities to try other sports and team-building activities to stimulate interest and challenge pupils to develop new skills and knowledge. Pupils will participate in sessions to learn the fundamentals of first aid and cardiopulmonary resuscitation (CPR) skills. They will also plan charity initiatives and put these leadership skills into practise to raise money for a worthy cause of their choosing. There is flexibility in the planned curriculum to offer pupils a degree of ownership over their activities and it is perfect for those pupils who want to increase their sports contact time, learn new skills and give themselves the chance to achieve their sporting potential.