



# HARRODIAN

11s (YEAR 7)  
CURRICULUM HANDBOOK  
2018 - 2019

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 11s (Year 7 pupils) at Harrodian School.

In the 11s all pupils will be taught the subjects listed below, which for most will be the first year of study towards the Common Entrance examinations which are taken at the end of the 12s.

Biology  
Chemistry  
Citizenship  
English  
French  
Geography  
History  
Mathematics  
Physics  
Religious Studies  
Sports

In the 11s, pupils will have the option to study one of the following:

- Computing
- Spanish or Italian
- Latin in addition to two other subjects from the following list: Art, Music, Drama, Physical Education and Computing.

Those pupils who choose not to continue studying Latin will have the option to study four of the following: Art, Music, Drama, Physical Education and Computing as part of their curriculum.

Ideally a pupil who chooses to take an option in the 11s will continue with this subject to the end of 12s.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

11s pupils can expect to receive approximately two pieces of homework each night, which should take 30-35 minutes each. A homework timetable will be issued to each pupil at the beginning of the Autumn Term. In addition, each night pupils will be expected to read for a minimum of 20 minutes.

Pupils will be formally assessed by end of unit or module tests together with formal end of year examinations. Two progress reports and one full written report will be sent home during the academic year and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers and there will be a chance to meet Form Teachers and the Head of Year.

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

Mrs H.M. Locke  
Deputy Head/Director of Studies

# CITIZENSHIP

**During Key Stage 3** pupils will study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They will learn to identify the role of legal, political, religious, social and economic institutions and systems that influence their lives and communities. They will become actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They will learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

*One Form time session per week throughout the academic year to be delivered by form teachers and resourced by the Head of Citizenship*

## **Themes and topics**

- **Introduction to Citizenship:**
  - What is Citizenship?
- **Rights and Responsibilities:**
  - What is the difference between wants and needs?
  - How are our rights protected?
  - What happens when people ignore their responsibilities?
- **Diversity:**
  - Who are the British?
  - Why are some groups discriminated against?
  - How diverse is the Harrodian?
- **Government Services / Democracy:**
  - What does the government do?
  - How do we decide who runs our country?
- **Community Groups:**
  - Where / who is my community?
  - How can we safeguard our communities?
  - How do community groups help our communities?
  - How to spot fake news
- **Debating Exercise:**
- **Resolving Conflict:**
  - Why are some bullied and why are some bullies?
- **Global Community:**
  - Why do some children have to work?
  - What is it like to be a child worker?
  - What can we do to help the problem of child labour?
- **Media Use:**
  - Can we trust the news?
  - Online bullying and repercussions
  - Social media and repercussions
  - Empowerment of both sexes
  - Careers fair and thinking about my future

## ENGLISH

### **Topics to be covered this year:**

- Novel study
- Genre focus
- Public Speaking competition
- Play study
- Poetry
- Comprehension skills (preparation for 13+ Common Entrance Examinations)
- Composition (essays & short stories - preparation for 13+ Common Entrance Examinations)

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

- read and comprehend a variety of texts, including: novels, short stories, poetry and non-fiction
- infer and deduce meanings in texts, identifying how meaning is implied
- use evidence from texts to explain points in extended answers and essays
- plan, write, edit and redraft a variety of text types, using a style that is appropriate to purpose and audience
- spell all common words correctly, and use spelling strategies to meet personal spelling challenges
- use capital letters, full stops, question marks or exclamation marks correctly at all times; use apostrophes, commas, speech marks, colons and semi-colons accurately most of the time
- be an active participant in class, group or pair discussion, showing sensitivity to others' opinions; and be able to support their own ideas with evidence

### **Trips**

The English Department aims to arrange one theatre trip for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar. Occasionally, theatre companies, cultural artists and authors are invited to give workshops at the school.

### **Assessment and Marking**

Pupils' work will be marked at regular intervals. Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment and detailed teacher marking. At regular intervals pupils will be required to produce extended writing and reading tasks that will be assessed formally. They will also sit end of year examinations.

### **Textbooks:**

A variety of textbooks and resources are used in class throughout the year. In order to facilitate the close study and annotation of the set novels, pupils must purchase the texts through the school. Literacy textbooks may be sent home on occasion, but they belong to the school and pupils must return them. Dictionaries and thesauruses are available in all classrooms.

## FRENCH (SETS 1A AND 1B, 2A AND 2B)

### **Topics to be covered this year:**

- The weather and the seasons
- Sports and leisure activities
- Local area, places and activities in town
- Giving and understanding directions
- Organising to go out
- School life and daily routine
- Meals, food, drinks and healthy eating
- Cultural knowledge such as information about French towns and French speaking countries, festivals or the popularity of comic books in France.

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

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- take part in role-plays on topics such as giving directions or going out
- discuss leisure activities
- describe local area and towns
- understand and give information on daily life and school life
- express opinions and wishes on topics such as meals and food
- understand information in the past, present and future tenses
- have a sound knowledge of basic French grammar specifically the gender of nouns, adjectival agreements, some prepositions, possessive adjectives, negatives, the use of connectives, key question words, how to say “in + country or town” and “to / at + place”, the words for “some” and “any” and the present, perfect and near future tenses with some regular, irregular and reflexive verbs.

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests focusing usually on one skill. At the end of each unit, 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. Pupils will receive a grade or a mark as well as a target.

### **Textbooks**

*Tricolore 1*

## FRENCH (SET 3A AND 3B)

### **Topics to be covered this year:**

- Greetings and personal information
- Vocabulary of the classroom and school life
- Numbers, days of the week, months and seasons
- Where people live
- Places in towns and directions
- Family members and friends
- My house
- Animals
- Special days and festivals
- Clothes
- The weather
- Sports and leisure activities

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

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- ask questions using key question words and correct grammar structures
- describe houses and towns
- understand and give directions
- understand and give information about people such as physical description, birthday dates, where they live, what they wear and what leisure activities they do
- express opinions on topics such as animals, sports and school subjects
- understand and take part in role-plays on the topics studied such as the weather and planning outings
- understand and know some key information about important festivals and celebrations in France
- have a sound knowledge of basic French grammar specifically the gender of nouns, adjectival agreements, some prepositions, possessive adjectives, negatives, the use of connectives, key question words, how to say “in + country or town” and “to / at + place”, and the use of the present tense with some regular, irregular and reflexive verbs.

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with a small test focussing usually on one skill. At the end of each module, a more thorough assessment will be done and pupils will be tested on a minimum of three skills (out of four: reading, writing, listening and speaking). Pupils will also sit an end of year examination in the four skills. Pupils will receive a grade or a mark as well as a target.

### **Textbook**

*Tricolore1*

# GEOGRAPHY

## **Topics to be covered this year:**

### **Term One**

- Global locations
- River processes, including a detailed case study of a flood

### **Term Two**

- Coastal processes

### **Term Three**

- Weather and climate
- OS Mapskills

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

- describe and explain river and coastal processes and landforms
- recognise the difference between weather and climate
- explain the factors which affect the climate of the British Isles
- understand and collect data on microclimates
- locate key physical and human features of the British Isles, Europe and the world

## **Trips**

There will be a trip to Juniper Hall Field Studies Centre to support the development of students' geographical skills

## **Assessment and Marking**

Pupils will receive an attainment grade (A-D) and an Effort grade (1 - 4) along with a target for improvement for their next piece of work. These targets correspond to the list pasted into the front of the pupil's exercise book. On receipt of their books pupils must write out their target in full. Teaching staff are available at the end of lessons, break times and lunch times for extra help. Formal assessment will take the form of written assignments, group work and debating, presentations, end of unit tests and an end of year examination.

## **Textbook**

*ISEB Geography Revision Guide*  
*Geography for Common Entrance*  
*Geog. series of textbooks*

# HISTORY

## **Topics:**

### **Tudors and Stuarts**

- Henry VIII and the Reformation
- Mary I - Bloody Mary?
- Elizabeth I and the Spanish Armada
- James I and the Gunpowder Plot
- The English Civil War
- The Interregnum and Restoration
- The Great Plague and the Fire of London
- The creation of the United Kingdom
- Voyages of Discovery and the origins of the British Empire

### **By the end of the year pupils should:**

- have an understanding of some of the major turning points of Tudor and Stuart England and the importance and influence over government, democracy and religion today
- have developed their skills of source analysis and essay writing in preparation for the end of term internal examination

### **Assessment and Marking**

Books will be marked at least once a fortnight and pupils will receive either a written comment and target or, for more substantial assessments, a letter grade for attainment and a number grade for effort. There will be formal assessments based on essay writing and source analysis. Regular factual tests will be marked numerically. Pupils will sit an internally set examination in the summer.

### **Textbooks**

*Renaissance, Revolution and Reformation* by Aaron Wilkes.



# MATHEMATICS

## Topics to be covered this year:

Number and algebra, shape, space and measures, handling data, geometry, investigations and problem solving

## By the end of the year pupils will have met the following topics:

### Number

- using numbers (Charts and financial Mathematics; The four operations with positive and negative numbers)
- decimal numbers (Multiplying and dividing by 10, 100, 1000 and 10,000; Ordering decimals; Estimating; The four operations with decimals)
- working with numbers (Square numbers and square roots; Rounding; Order of operations (BIDMAS); Multiplication and division problems without a calculator; Calculations with measurements)
- fractions (Equivalent fractions; Ordering and comparing fractions; Converting between mixed numbers and improper fractions; Adding and subtracting fractions)
- percentages (Converting between fractions, decimals and percentages; Fractions of a quantity; Calculating with simple percentages (including with a calculator); Percentage increases and decreases)
- ratio (Simplifying ratios; sharing in a given ratio; problem solving with ratios)

### Algebra

- sequences (Function machines; Sequences and rules; Finding missing terms; Finding the  $n$ th term of a linear sequence; Other common sequences)
- expressions and Formulae (Expressions and substitution; Simplifying expressions; Using formulae; Writing formulae)
- coordinates and Graphs (Coordinates in all four quadrants; Graphs from relationships; Graphs parallel to the axes; Graphs in the form  $x + y = a$ ; Graphs from the real world)
- equations (Finding unknown numbers; Solving linear equations; Generating equations)

### Geometry

- perimeter, Area and Volume (Perimeter and area of rectangles; Perimeter and area of compound shapes; Areas of common 2D shapes; Surface area and volume of cubes and cuboids)
- angles (Measuring and drawing angles; Calculating angles; Angles in parallel lines; Angles in triangles and quadrilaterals; Properties of triangles and quadrilaterals)
- symmetry and Transformations (Line and rotational symmetry; Reflections; Rotations; Tessellations)
- 3D shapes (Naming and drawing 3D shapes; Nets of 3D shapes; 3D investigations)

### Data Handling

- statistics (Mode, median, mean and range; Statistical diagrams such as pictograms, bar charts and pie charts; Collecting and using discrete and continuous data)
- probability (Probability scales; Combined events; Experimental probability)
- interpreting Data (Pie charts; Comparing range and averages of data; Statistical surveys)

### **Assessment and Marking**

Marking is accompanied by comments or explanations to help pupils to correct their mistakes and is in accordance with departmental guidelines. Teaching staff are also available to help at break times and daily at lunchtime, by appointment. It is department policy that any pupil can ask any member of the department for help, not just their designated teacher. There will be a variety of assessments throughout the year, including end of topic tests, end of term assessments and an end of year assessment in the Summer Term.

### **Textbook**

*Pearson KS3 Maths Progress: Theta 1*

# RELIGIOUS STUDIES

## **Topics to be covered this year:**

### **Christianity - The Old Testament**

#### **Term One:**

- The Creation Stories; the Big Bang and evolution; stewardship and the environment
- The Nature of Man and the Fall; Consequences

#### **Term Two:**

- Cain and Abel; jealousy and responsibility
- The Near Sacrifice of Isaac; the issue of personal sacrifice; Dietrich Bonhoeffer

#### **Term Three:**

- Exodus and the Passover; Martin Luther King
- Moses and the Ten Commandments; law, punishment and human rights

#### **By the end of the year pupils should:**

- have a good understanding of Old Testament stories and their meaning
- have considered contemporary moral issues that relate to these stories

#### **Trips**

Trips will be organised if relevant to the topic of study.

#### **Assessment and Marking**

A percentage grade will be given for the majority of homework, although certain pieces of homework will receive a letter grade for attainment and a number grade for effort. Marks will be accompanied by a comment or target to help pupils improve their work. Formal assessments will take the form of written assignments, end of module tests and an end of year examination.

#### **Textbooks**

*Religious Studies for Common Entrance* by Susan Grenfell  
*Today New International Version (Bible)*

# SCIENCE

## Topics to be covered this year:

### Biology:

- Definition of life, cell structure and specialised cells, including microscope skills
- Health - exercise, substance abuse, viral and bacterial diseases, nutrition and balanced diets
- Classification of living organisms

### Chemistry:

- Safety in the lab and basic laboratory skills
- Elements, mixtures and compounds; solutions and solubility; separating techniques
- The periodic table and simple word equations
- Metals and non-metals, the reactivity series, displacement reactions and extraction of metals from their ores

### Physics:

- Forces and Motion
- Electric Circuits
- Magnetism

## By the end of the year pupils should:

- understand basic concepts in Biology, Chemistry and Physics and develop good practical skills and an understanding of the safety procedures and techniques used in the laboratory
- be able to explain the differences between groups of organisms on a cellular level and be able to classify species
- be able to classify substances as elements, mixtures and compounds and as an acid or alkali
- understand the differences between physical and chemical changes and have a basic knowledge of the types of reactions that bring about these changes
- be aware of, and use effectively, the correct units and understand basic calculations and physical quantities
- understand and be able to describe forces - weight caused by gravitational attraction; motion caused by unbalanced forces; frictional forces including air resistance
- understand the quantitative relationships between speed, distance and time and force, area and pressure
- be able to describe and explain magnetism and electricity and perform relevant calculations

## Assessment and Marking

Pupils will begin the Common Entrance (13+) course in each subject, which will continue into the 12s. Marks are accompanied by a comment or explanation to help pupils correct their mistakes and staff are also available at the end of the lesson, and at break and lunchtimes for assistance. Formal assessments will take the form of end of topic tests and there will be an end of year examination.

## Textbook

*Science Biology for Common Entrance- W. R. Pickering (ISEB)*

*Science Chemistry for Common Entrance- W. R. Pickering (ISEB)*

*Science Physics for Common Entrance- W. R. Pickering (ISEB)*

# SPORTS

## **Topics to be covered this year:**

### **Term One**

- Invasion Games - Football, Netball
- Health Related Fitness

### **Term Two**

- Invasion Games - Rugby, Hockey, Touch Rugby
- Health Related Fitness
- Orienteering

### **Term Three**

- Swimming, Athletics, Strike and Field/Net games e.g. Cricket, Rounders, Tennis

### **By the end of the year pupils should:**

- have developed their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- have continued to develop skilful attacking and team play developing fluency and timing and consolidating on how to work well as a team when attacking, and defending and the changeover between the two
- be able to think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- be able to enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- be making good decisions about which techniques to use in specific situations
- be able to adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- begin to develop interpersonal skills pertinent to sport ie. Communication skills, listening skills, sharing, co-operation and leadership

### **Extra-Curricular Activities**

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime & morning clubs in each sport to augment the contact time of each pupil per week.

- Pupils are given access to and contacts for outside clubs

### **Assessment and Marking**

Marks will be given for attainment, quality of classwork and effort. Marks are accompanied by a comment or explanation to help the pupils and parents understand how to improve levels of performance. Pupils are continually assessed in four strands of learning: Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; and Evaluating and Improving Performance.

## OPTION - ART

### **Topics to be covered during this year:**

#### **Term One: Still Life**

- Record and select details from source materials
- Explore relevant artists work as a starting point for developing own work
- Develop simple line and tone drawings from source material

#### **Term Two: Still Life and Pattern**

- Manipulate materials, tools and techniques
- Develop and extend ideas
- Develop work in line, tone and colour
- Adapt and refine work

#### **Term Three: Learning to read a painting – John (School Collection)**

- Respond in line and tone to source material
- Mix and match colour to original work
- Explore mood and atmosphere in the painting
- Select detail to develop into tonal drawing
- Adapt and improve work as it progresses

#### **By the end of the year pupils should:**

- Learn to investigate and combine visual and tactile qualities of materials and processes
- Apply their experience of materials and processes, developing skills and control of tools and techniques

#### **Assessment**

Continual throughout the year according to the school guidelines and criteria.

## OPTION - 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.

### Topics to be covered this year:

#### Term One

- **Online safety:** How to have fun online, how to stay in control, how to report a problem. CEOP resources.
- **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.
- **Think like a computer scientist:** learn that computers are best used for repetitive tasks that require speed and precision. decomposition and algorithms.
- **Drawing and manipulating shapes:** write a program that creates an artwork.

#### Term Two

- **How the web works:** how searches work and how to evaluate the reliability of results.
- **Web page creation from the ground up:** creating a page using HTML and CSS about one of the key people from the history of Computing.
- **Designing for the Human-Computer Interface:** operating systems and mobile devices.

#### Term Three

- **Representing images:** understanding of how images and the colours within them are constructed in terms of binary and pixels.
- **Programming a calculator.**
- **Programming a quiz.**

### 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 is an in-class end-of-year assessment.

### Resources

Literature and workbooks, which students require, will be provided. Links and tutorials will also be available via the teacher's website: [www.jgledhill.co.uk](http://www.jgledhill.co.uk). Our main textbook will be: *Compute-IT 1* by Dorling and Rouse, published by Hodder Education.

## OPTION - DRAMA

### **Topics to be covered this year:**

- Improvisation
- Body as vehicle
- Corporeal mime
- Physical theatre
- Study of scripts
- Devising own pieces of theatre

### **By the end of the year pupils should:**

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- be able to build on scenes through improvisation
- be able to devise pieces to music/sounds
- be aware of how Pantomime expresses basic corporeal mime
- have had the opportunity to explore the body as a communicative agent
- have had the opportunity to devise a piece of drama

### **Trips**

There will be the opportunity for pupils to attend a theatre trip during the year.

### **Assessment and Marking**

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups. A summative grade for attainment and effort is given on a half termly basis, with a full report being completed twice a year.



## OPTION - ITALIAN

### **Topics to be covered this year:**

- Classroom language
- Alphabet, numbers and colours
- Classroom objects
- Greetings and introductions
- Asking and giving information about name, age and birthday
- Countries and nationalities
- Days of the week and months
- Say how you are and what's wrong
- Physical description and character
- School subjects and opinions

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

- recognise key vocabulary and structures related to the topics covered and use them when speaking and writing
- express opinions, likes and dislikes of school subjects etc.
- take part in role-plays
- understand the following grammar points and be able to apply them:
  - Agreement of nouns and adjectives (gender and number)
  - Definite and indefinite articles, possessive adjectives, prepositions
  - Present of verbs essere and avere, and regular verbs in are, ere, ire
  - Present of some irregular verbs

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with mini-tests covering one skill only. At the end of each module, a more thorough assessment will be made through an End of Module test, where pupils will be tested on a minimum of three out of four skills - listening, speaking, reading, writing. Pupils will also sit an End of Year examination in the four skills. 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, Units 1-4*

## OPTION - LATIN

### Topics to be covered this year:

#### Term One

- Syntax and grammar: start looking at Common Entrance level 1 syllabus, including all persons of the imperfect and perfect, irregular perfects

#### Term Two

- Syntax and grammar: Common entrance level 1 syllabus continued.
- Background: the eruption of Mount Vesuvius

#### Term Three

- Syntax and grammar: Common entrance level 1 syllabus continued; revision of year's work
- Mythology: Achilles and the War on Troy, Jason and the Argonauts, Wanderings and Odysseus, Theseus and The Minotaur, Perseus and The Gorgon

#### By the end of the year pupils should:

- Have strong command of Common Entrance level 1 syntax and grammar syllabus
- Be able to manipulate simple sentences into Latin
- have a strong command of the Common Entrance level 1 vocabulary
- have a strong command of some of the main myths and stories of Greek and Roman cultures
- have participated in the writing, directing and acting of a play based on the Greek/Roman worlds

#### Trips

There will be a six day trip to Rome, Pompeii and Mount Vesuvius during the Easter Holidays. The trip is open to all 11s but Classicists will have precedence.

#### Assessment and Marking

Homework will be marked according to departmental guidelines and Common Entrance mark schemes. Teaching staff are available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar and translation and there will be an end of year examination.

#### Textbook

*Cambridge Latin Course 1, So You Really Want To Learn Book 1, Who said Latin's dead level 1 workbooks, ISEB level 1 text book, ISEB Vocabulary Book, ISEB Reference Grammar Book, other departmental resources*

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<sup>1</sup> Teaching is in sets. There will be a beginner set for those new to Latin in the 11s.

## OPTION - MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in a variety of genres and styles via 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 through the understanding of music theory, something which underpins all learning throughout the 11s.

### **Topics to be covered this year:**

#### **The Elements of Music**

Pupils will gain an understanding of the main elements or building blocks of music, including pitch, rhythm, texture, timbre and dynamics. They will explore these elements through a series of composition and performance tasks and will listen to music written in a variety of popular and classical styles.

#### **Songwriting and Singing**

Pupils will learn about what makes a good pop song, and will write and perform their own songs in small groups. They will study a number of different popular songs in order to discover what makes them successful and 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 Johann Pachelbel's Canon in D, pupils being able to perform and arrange this work using their note reading skills. The unit ends with a final listening and performing assessment.

## OPTION: P.E.

The optional Physical Educational Programme will continue to encourage 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 enabling pupils to apply them across different sports and physical activities. Pupils are encouraged to gain appreciation of what makes a performance effective and how to apply these principles to their own and other's work. They should also develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand 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. The pupils will participate in sessions to learn the fundamentals of first aid and cardiopulmonary resuscitation (CPR) skills. They will also have the opportunity to learn personal survival skills in the school swimming pool. There is flexibility in the planned curriculum to offer the 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 facilitate the achievement of their sporting potential.

### **Assessment and Marking**

Summative assessment in PE is ongoing and will take place through verbal feedback in lessons. Pupils will also be encouraged to assess their own and others' performance and give constructive feedback. Pupils will be assessed in line with the school's marking and assessment policy with grades recorded in progress and end of term reports.

## OPTION - SPANISH

### **Topics to be covered this year:**

- Greetings and personal details
- Numbers, telling someone's age and telling the time
- Days of the week, months and dates including birthdays
- Classroom instructions, school equipment
- Alphabet and spelling words
- Pets, family members, physical descriptions and personalities
- School facilities and school subjects
- Leisure activities
- Sports and opinions
- Free time
- Future plans
- Expressing likes and dislikes
- House and home
- Local area and places in town
- Weather and seasons
- Ordering in a cafe
- Spanish festivals

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

- speak, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- make short presentations on the topics covered
- take part in role-plays, for example organising to go out with a friend
- introduce and describe themselves and others using simple sentences with nouns and adjectives
- express opinions on the topics studied
- translate short paragraphs from English in to Spanish
- ask personal information questions
- have a sound knowledge of basic grammar points such as: use of genders, possessive adjectives, present tense of common verbs, present tense of some irregular verbs, near future, prepositions, adjectival agreements
- take part in simple role-plays asking and answering questions on topics studied

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focussing on one skill only. 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. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

### **Textbook**

*Viva!* Book 1 Modules 1 - 5