



# HARRODIAN

13s (YEAR 9)  
CURRICULUM HANDBOOK  
2017 - 2018

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 13s (Year 9 pupils) at The Harroddian School.

In the 13s all pupils will be studying the following subjects:

Art and Design	Geography
Biology	History
Chemistry	Mathematics
Citizenship/PSHE	Physics
Computing	Sports
English	

Pupils must also choose a different option from three option blocks (Block A, B and C). The options in Block A comprise of 3 lessons a week and those in Block B and C have one lesson a week.

If a pupil chooses to study either Spanish or Italian with French they must choose French in both Blocks B and C.

If French is dropped in favour of either Spanish or Italian it cannot be restarted at GCSE in the 14s or 15s.

<b><u>Option Block A</u></b>	<b><u>Option Block B</u></b>	<b><u>Option Block C</u></b>
<i>(Modern Foreign Language)</i>	<i>(1 lesson per week)</i>	<i>(1 lesson per week)</i>
French	Business	Business
Spanish	Drama	Classical Civilisation
Italian	Latin	Media Studies
	Media Studies	Music
	Religious Studies	Religious Studies
	3 Dimensional Design	3 Dimensional Design
	Sport Science	
	French <i>(2 lessons per week)</i>	

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.

Pupils in the 13s can expect to receive approximately two to three pieces of homework each night, which should take 40 minutes each. A homework timetable will be issued to each pupil at the beginning of the Autumn Term.

Pupils will be formally assessed by end of unit or module tests and end of year examinations in May. One Progress Report and one full written report will be sent home during the academic year. 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 contact the relevant Head of Department or me for assistance.

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

## ART AND DESIGN

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

**Term One: Exploring a range of starting points for practical work possibly including themselves, their experiences, or natural and made forms**

- Investigating to include a variety of genres, styles and traditions
- Drawing and exploring form in a variety of materials to record and analyse first-hand observations, selecting from experience and imagination to develop ideas for independent work
- Mixing media
- Final piece

**Term Two: Developing work and applying and extending their experience of a variety of materials and processes - making use of natural and made forms**

- Researching the context of the theme
- Drawing and recording ideas in response
- Modifying and adapting work in progress
- Surface decoration and the use of paint effects

**Term Three: Making use of natural and made forms. Explore codes and conventions and how these are used to represent ideas, beliefs or values**

- Adapting and refining their work and learning to analyse and evaluate their own work and others' work, express opinions and make reasoned judgements
- Develop observational drawings in line and tone
- Mix and match, colour, line and tone
- Modify work in progress developing control of media and technique

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

- be able to use a range of drawing and painting materials that will better equip their GCSE skills
- identify different sources for project themes
- be able to explore materials in a controlled and experimental manner
- paint in a more controlled and purposeful manner

**Assessment**

Continual throughout the year according to the curriculum guidelines and criteria, moving closer to the four assessment strands at GCSE.

# BIOLOGY

## **Topics to be covered this year GCSE Biology 4.1 and 4.2:**

### **Term One**

- Cell structure
- Cell division by mitosis
- Transport of substances across cell membranes

### **Term Two**

- Organisational hierarchy within Biology (cells, tissues, organs, systems)
- Digestive system and Enzymes
- The Heart and Circulatory system

### **Term Three**

- Lifestyle-related diseases
- Plant circulation
- Revision

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

- complete the required practicals that accompany each topic
- develop good skills, including safe dissection techniques, accurate drawings of specimens and competent use of laboratory equipment
- improve on examination technique through regular self-evaluation
- form links between the topics covered and understand the interdependence of all biological systems, and the relevance of the basic principles to each system

### **Assessment and Marking**

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help the pupil to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination.

### **Textbook**

*AQA Science: GCSE Biology* Ryan (OUP)

# CHEMISTRY

## **Topics to be covered this year GCSE Chemistry topics 1 to 3:**

### **Term One**

- Atomic Structure
- The Periodic Table
- Bonding, structure and the properties of matter

### **Term Two**

- How bonding and structure are related to the properties of substances
- Structure and bonding of carbon
- Bulk and surface properties of matter including nanoparticles

### **Term Three**

- Calculations in Chemistry

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

- understand that atoms and elements are the building blocks of chemistry. Atoms contain protons, neutrons and electrons. When elements react they produce compounds
- describe the electron arrangement of the first 20 elements and their arrangement in the periodic table
- identify the type of bonding in different compounds and draw the electron arrangement within ionic, metallic and simple molecular structures
- predict the properties of substances based on their bonding
- calculate the molecular mass, atom economy and percentage yield in a reaction, and number of moles reacting
- carry out quantitative titrations and other practical techniques

### **Assessment and Marking**

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help the pupil to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination.

### **Textbook**

*AQA Science: GCSE Chemistry (OUP)*

## CITIZENSHIP

**During Key Stage 3** pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be 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, locally, nationally and on a global level, and through taking part responsibly in community activities.

*One 55 minute lesson per week with the Citizenship Coordinator*

### **Term One and Term Two**

- **Philanthropy:** The Harrodian Youth Philanthropy Initiative (HYPI) is a scheme, unique to the school, that gets Harrodian pupils involved in their local communities. It serves to highlight the various social issues that affect people living in London and the work of the charities that help them. Above all, it encourages our pupils to step beyond simply donating money and to get alongside these local charities; visiting them, interviewing them and working to publicise and support their cause.

Pupils work in groups of 4-5. They will research and select their own local grass roots charity relating to the social issue they have selected. They then plan and carry out their own visit, compiling and delivering a presentation to the class and a panel of teachers. Finally, the best group from each class go head to head in a high profile final. The winning group will win £3,000 for the charity they have represented. This money is raised by the pupils throughout the first two terms of the year.

### **Term Two also**

- **Start of Harrodian “Futures” Career education:** information, advice and guidance. Focus on identifying their academic strengths and interests, whilst researching potential career directions in order to make informed choices about their GCSE options subjects. Psychometric testing using online career resources is carried out and one on one career development sessions will be available

### **Term Three**

- **Self-knowledge:** Should we eat meat?; Body image, Role models in society
- **Crime and Punishment:** Do you agree with the death penalty?; Guncrime, What happens when you commit a crime? English criminal justice system
- **Rights and Responsibilities:** Learning to budget
- **Global Community:** Immigration, Extratism in society.
- **Democracy:** UK political parties
- **Model United Nations:** Investigating the UN and current global security issues.
- **Looking forward to the Upper School**

### **Term One to Three**

**Citizenship in the News:** Examining issues linked to current affairs during morning registration with the form teacher

# COMPUTING

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

### **Term One**

- ICT introduction; folder management
- E-safety: digital footprint; privacy settings
- Models: investigations using spreadsheets; answering “what if...?” questions and using absolute cell references
- Desktop publishing
- Structuring, refining and presenting information for a specific audience

### **Term Two**

- Processing text, graphics, and sound
- Multimedia and publishing on the web
- Capturing and presenting data
- Computational skills: creating and adapting a computer animation using algorithms, variables and conditional statements.

### **Term Three**

- Information and the Internet: reliability, validity and bias
- Computer control; input process and output
- Data: use and misuse
- Case study: managing a project

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

- be able to choose from, and use effectively, a range of application software
- understand the basic hardware components of an information system
- understand how computer programs are made using code
- understand the importance of security of data and the legal issues involved in storing data
- use the Internet skilfully as a resource, understanding its limitations, and utilize relevant Internet terminology

## **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.

## **Textbooks**

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).

## ENGLISH

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

- Modern novel and drama
- Public speaking competition
- Poetry - writing and analysis
- Non-fiction and media texts
- Shakespeare
- Description and creative writing

### **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
- identify and explain the significance of writing techniques and rhetorical devices in texts
- 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: poetry, short stories, a formal speech, essays and answers to comprehension questions
- spell all high-frequency words correctly and use spelling strategies to meet personal spelling challenges
- use capital letters, full stops, question marks or exclamation marks, apostrophes, commas and speech marks correctly at all times; use 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 supporting 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 and plays, 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.



# GEOGRAPHY

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

### **Term One**

- World Issues
- Oceans

### **Term Two**

- The Living World

### **Term Three**

- Issue Evaluation
- Fieldwork

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

- recognise the cause and effects of key global issues including global warming and the depletion of ocean resources
- understand that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components
- describe the characteristics of cold environments
- understand the value of cold environments and why these fragile environments should be protected
- use a variety of graphing techniques, analyse graphs and draw conclusions from them

## **Trips**

There will be a trip to Stratford and the Olympic Park 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 pupils' 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 and end of unit tests.

## **Textbook**

*Oxford GCSE Geography textbook*

# HISTORY

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

### **The British Empire and The Twentieth Century**

#### **Term One**

- Why did World War One break out in 1914?
- How was World War One fought?
- Why did the dictators rise to power between the wars?
- The Causes of World War Two
- Turning points in World War Two
- The Holocaust
- The Origins of the Cold war
- Why is there conflict in the Middle East?

#### **Term Two**

- Why did the dictators rise to power between the wars?
- Was World War Two Hitler's war?
- Was Dunkirk a disaster?
- What was it like to be evacuated?
- Why did the USA drop the atomic bomb?
- What was the Holocaust?

#### **Term Three**

- Communism v Capitalism. What was the Cold War?
- Why is there conflict in the Middle East?
- Why did the coalition invade Iraq in 2003?

### **What will pupils have achieved by the end of the year?**

The 20th century topic will give pupils an understanding of the international situation we are now in as well as knowledge of different political views. Pupils will also develop skills in essay writing, source analysis and debating. These skills will be good preparation for the GCSE course.

### **Trips**

There will be an opportunity to visit the battlefields of Flanders around Ypres in Belgium.

### **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.

### **Textbook**

There is no standard text book for pupils in the 13s however they will be issued with photocopied information sheets.

## MATHEMATICS

### Topics to be covered this year:

- Number; Ratio, proportion and rates of change; Algebra; Geometry and Measures; Statistics and probability. Investigations and Problem Solving

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

- **Basic Number** – Decimal multiplication and division; approximation of calculations; multiples, factors, primes, powers and roots; LCM and HCF, and negative numbers.
- **Fractions, ratio and proportion** – Adding, subtracting, multiplying and dividing fractions; fractions on a calculator; percentage increase and decrease; expressing one quantity as a percentage of another.
- **Statistical diagrams and averages** – Statistical representations; statistical measures; scatter diagrams.
- **Number and sequences** – Number sequences; finding the  $n$ th term of a linear sequence; finding the  $n$ th term of a quadratic sequence.
- **Further ratio and proportion** – Direct proportion; best buys; compound measures; compound interest and repeated percentage change; reverse percentage.
- **Angles** – Angle facts; angles in a polygon; regular polygons; angles in parallel lines; scale drawings and bearings.
- **Transformations, constructions and loci** – Congruent triangles; rotational symmetry; transformations; bisectors; loci problems, and plans and elevations.
- **Algebraic manipulation** – Expanding brackets; factorisation (including quadratic); changing the subject of a formula.
- **Length, area and volume** – Circumference and area of a circle; areas of parallelograms and trapezia; volumes and surface areas of prisms, cylinders, pyramids, cones and spheres.
- **Linear graphs** – Drawing graphs using the gradient and intercept; finding the equation of a straight line; solving simultaneous equations using graphs.
- **Pythagoras' theorem** – Calculating the hypotenuse; calculating a shorter side of a right-angled triangle.

### Assessment and Marking

Marking 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 for the year. Formal assessments will take place at the end of each term.

### Textbook

*Collins AQA Maths (Higher Student Book)*

## PERSONAL, SOCIAL AND HEALTH EDUCATION

The aim of PSHE is to give pupils a better understanding of themselves, their environment and their society, and how these interact. Pupils will be encouraged, through modules designed for their stage and in response to the specific challenges they face, to consider the choices they have and to build resilience and coping strategies for the modern world in which they live.

At least one 30 minute form time per week will be devoted to PSHE, as well as specialist sessions for designated year groups, led by guest speakers.

The PSHE programme of study will include:

- Healthy living
- Being a responsible consumer
- Sex and relationships
- The Internet: Friend or Foe
- Stress Relief and Taking Care of the Mind
- Gender and Difference

# PHYSICS

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

- Heat and energy
- Generating electricity
- Electromagnetic radiation for communications and cosmology
- Waves

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

- be aware of how objects are heated and how homes are kept warm
- be able to describe how bodies can be insulated and how we cook with waves
- have an appreciation of both infrared and wireless signals
- have an understanding of the energy received from the sun and the generation of electricity
- know of the interplay between conventional and alternative fuels to generate power
- have an appreciation of the Big Bang Theory

## **Assessment and Marking**

A letter grade will be given for academic attainment. In certain formative assessment tasks, a numerical out of a total will be given instead. Marks will be accompanied by comments to aid improvement of future work and understanding of concepts studied where necessary. Teaching staff are also available at the end of lessons, during break and lunch times and after school. Occasions may arise where staff will arrange a mutually convenient time to provide subject support if an ad hoc session clashes with a prior commitment. Formal assessments will be taken at the end of topics and there will be an end of year examination.

## **Textbook**

*AQA Science: GCSE Physics* (OUP)

# SPORTS

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

### **Term One**

- Health Related Fitness, Fitness testing and training methods
- Football, Netball, Basketball, Dance

### **Term Two**

- Rugby, Hockey, Basketball, Dance, Handball

### **Term Three**

- Swimming, Athletics and strike and field/net games e.g. Cricket, Rounders, Tennis

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

- continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- continue to develop skilful attacking and team play, developing fluency and timing
- consolidate on how to work well as a team when attacking and defending and the changeover between the two
- think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- develop skills during extra curricular activities as academic pressure results in less sport contact time
- perform a set dance and compose a small section with an understanding of rhythm and compositional ideas. (Girls only).
- assess current fitness levels and set goals to improve fitness. Be able to use specific training techniques to achieve this in and out of school time

## **Extra-Curricular Activities**

There are competitive inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week. For 1st team players training is compulsory at lunchtime clubs.

## **Assessment and Marking**

Marks will be given for both attainment and effort. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. Pupils are continually assessed and given 2 marks, one for attainment and one for effort between A-D.

## OPTION - BUSINESS & ECONOMICS

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

Pupils study a range of businesses they use in their everyday life such as food, clothes, holidays and media. Within this format we focus on the competitive nature of business and why some businesses succeed while others fail. The teaching has a strong emphasis on group activities and presentations in order to develop persuasive communication skills.

### **Term One**

- Idea generation
- Business legal structure
- Production - turning your idea into reality
- Choosing and designing a product or service

### **Term Two**

- Marketing - Marketing Mix
- Advertising and promotion
- Introduction to Economics
- Consumer laws
- Cross Curricular work with the 13s themed topic

### **Term Three**

- Human Resources - recruitment and selection, training
- How to attract and keep your customers through delivering customer service
- Business in the world
- Developing own product for the 13s trade fair

### **Assessment**

Assessment will take the form of end of term tests, an end of year examination and the writing of a Business Plan, which will be used in conjunction with the setting up of their own business for the Y13 enterprise fair.

### **Textbooks**

None specified, although we have a variety of books the pupils can use to support their learning, as well as current media platforms.

## OPTION - CLASSICAL CIVILISATION

### Topics to be covered this year:

#### Term One

- Case Study: Sparta and The Spartan System. Early history, Lycurgus the Law Giver, Spartiates, Perioeci and Helots, The Agoge, roles of women, military methods, The Battle of Thermopylae, the structure of government, relationships with the rest of Greece, the legacy of Sparta.

#### Term Two

- Introduction to Latin literature: Ovid's *Metamorphoses* Book 3. Cadmus, Actaeon, Semele, Teiresias, Echo and Narcissus, Pentheus and Bacchus, Acoetes and The Lydian Sailors.

#### Term Three

- Introduction to Ancient History: The Roman Empire. Early Roman history, the Romans in Britain, barbarism and Celtic Britons, Boudicca's rebellion, the siege of Jerusalem, the siege of Masada. Sources from Tacitus and Josephus.

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

- be familiar with the aims and practices of the Spartan System and be able to judge its failures and successes.
- be familiar with the characterisation and main themes of *Metamorphoses*
- be familiar with the events as described by Tacitus and Josephus and understand the construct of the barbarian as viewed through Roman eyes.

### Assessment and Marking

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will sit an end of year examination.

### Textbooks

*Ovid's Metamorphoses*; selected resources provided by the department.



## OPTION - DRAMA

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

- Forum Theatre
- The Tempest
- Theatre Practitioner studies
- Rosa Parks and Stephen Lawrence devised piece
- Trestle Masks
- Creation of a theatre company

### **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 familiar with the concept of narrative skills
- begin to be able to use narrative skills in performance
- be able to work comfortably off and on script
- be capable of devising a polished piece of Drama
- be aware of the dramatic potential of different stimuli
- have had the opportunity to work with Shakespearean verse
- have developed an appreciation for technical theatre and scenographical elements

### **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 - FRENCH

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

- The French-speaking world
- Friends, family and relationships
- Technology and the internet
- Paris and places of interest in town
- Transport
- Leisure activities including TV, cinema, books
- School life, careers and future plans
- The weather
- Cultural awareness: poems, songs, excerpts from literary texts, famous French people and French speaking regions.

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

- understand written and spoken information on the topics studied in class
- extract key information from authentic sources including excerpts from literary texts.
- take part in scripted and unscripted role-plays on the topics studied.
- describe a picture and make a presentation on the topics studied.
- understand and answer questions on topics studied.
- translate sentences from English to the target language and vice-versa, focusing on accuracy
- write extensively on the topics studied, using the language items and grammar studied in class to express their own opinions and ideas
- understand and apply a variety of grammar rules such as adjectival rules, gender of nouns, the pronoun “y”, the different forms of the negative as well as the four key tenses.

### **Activities and Events**

Pupils will have the opportunity to watch French films.

### **Assessment and Marking**

In Year 9 (13s), pupils will be exposed to some GCSE material. For example, the type of questions used in some tests and end-of-year examinations will help prepare pupils for their GCSE language examinations.

Pupils' progress will be assessed on a regular basis with short tests focusing on one skill only. At the end of each module a more thorough assessment will be done and pupils will be assessed on a minimum of 3 out of 4 skills - reading, writing (including translation), listening and speaking.

Formal examinations will take place at the end of the year. Pupils will receive a grade or a percentage as well as a target.

### **Textbook**

*Tricolore 3*

## OPTION - ITALIAN

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

- Directions, places in town
- Food and quantities, shops
- Sport and sports equipment
- Cinema and theatre
- Music and musical instruments
- The weather / holidays
- Celebrations (Christmas, New Year, Easter, Carneval)

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

- listen and respond to a variety of spoken sources in Italian
- read and respond to a variety of written texts in Italian on the topics covered
- use orally and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on topics covered
- take part in role-plays
- write informal letters
- discuss past, present and future events
- have a sound knowledge of basic grammar points, specifically the present, perfect, imperfect, future and conditional tenses, as well as adjectival agreement, prepositions, question words and demonstrative pronouns.

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focusing 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. For their tests, pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Preparation for and practice of GCSE type questions for controlled assessment tasks will take place during the academic year.

### **Textbook**

*Amici d'Italia 2*

## OPTION - LATIN

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

#### **Term One**

- Revision of level 2 Common Entrance: 3rd declension nouns, verbs (including future and pluperfect)
- Level 3: Common Entrance: Syntax and grammar: the participle; the passive indicative

#### **Term Two**

- Level 3: Common Entrance: Syntax and grammar: the subjunctive imperfect and pluperfect; final and consecutive clauses; passives

#### **Term Three**

- Level 3: Common Entrance: Syntax and grammar: indirect statement; revision

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

- be able to translate and manipulate all tenses in Latin and to tackle complex sentences
- have a strong command of the level 3 common entrance vocabulary list

### **Trips**

There will be a trip, ideally during the Spring Term, to an area of interest in the Classical World.

### **Homework**

Homework will be set once a week and should take approximately 40 minutes.

### **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also 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. They will sit an end of year examination.

### **Textbooks**

*So You Really Want To Learn Latin* 1, 2 and 3; *Who said Latin's dead* level 3 workbooks; other departmental resources.

## OPTION - MEDIA STUDIES

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

#### **Term One**

- Introduction to filmmaking
- Planning, including creating a storyboard and shot list, and filming an adaption of a screenplay
- Editing the final product

#### **Term Two**

- Conceptualising and writing an original screenplay
- Planning, filming and editing their own film

#### **Term Three**

- Advertising analysis
- Students have the choice of creating their own print, radio or television adverts

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

- understand how to analyse camera shots/angles/movements, sound, mise-en-scene
- develop editing skills in Final Cut Pro X
- be able to analyse an existing screenplay and use it to work through the film production process
- be able to write an original screenplay
- be able to use basic Photoshop skills
- develop digital presentation skills
- be proficient at running a coursework blog

### **Assessment and Marking**

A letter grade will be given for academic attainment and a number grade will be given for effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve their work. Staff are available at break times, lunch times and after school. Formal assessment will take the form of written and production assignments, end of module tests and an end of year examination.

### **Textbook**

*Mixed Media* - Barrie Day

## OPTION - MUSIC

### Topics to be covered this year:

In the 13s Music option, pupils will be introduced to many of the concepts that will be covered in GCSE Music. Over the three terms, they will do the following:

- **Melody Writing:** Pupils will study popular songs, with particular focus on solo and group performance.
- **Composition/Song Writing:** Following on from the previous topic, students will have the opportunity to compose their own piece of music in a popular style. Students will learn how to use Logic Pro X Software to produce their compositions.
- **Musical Theatre:** Pupils will look at the features of musical theatre with particular focus on the West End and Broadway.
- **The Orchestra:** Pupils will learn about the history of the Orchestra and its repertoire with particular focus on the use of orchestral music in media.
- **20th Century Art Music:** Pupils will start to consider ‘What is Music?’ through study of pieces such as ‘4’33” by John Cage.
- **Solo Performance:** As preparation for GCSE Music, pupils will prepare a solo piece to perform in a class concert.

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

- Be able to identify a number of different styles of music from different periods.
- Be able to identify harmonic devices such as tonality, different chords and cadences.
- Be able to write simple pieces of music as well as be able to notate melodies and input music into software such as Logic Pro X.
- Have gained experience and confidence in performing in front of their peers as soloists and as part of an ensemble.

### Assessment and Marking

Targets are set for each pupil on a regular basis. Performance, listening and composition work are assessed regularly both formatively and through peer assessment.

### Textbooks

Pupils do not use a specific textbook.

## OPTION - RELIGIOUS STUDIES

### **Aims of the course:**

The course is intended both to act as an introduction into the subject of philosophy and to cultivate strong critical thinking skills. In the third term a focus on Buddhist philosophy will help prepare students for Religious Studies GCSE.

**Knowledge of Philosophy:** by the end of the course students should be aware of key discussions and perspectives in the fields of epistemology (theories knowledge and justification) and ethics (theories of right and wrong). They should also have knowledge of the wisdom traditions of Aristotelian Virtue, Epicurean Hedonism, Daoism, and Buddhism.

**Critical Thinking:** by the end of the course students should be able construct and evaluate arguments. They should be able to identify the key parts of an argument and assess their strength. They should be able to distinguish between deductive and inductive reasoning as well as identify fallacious or poor reasoning.

### **Course Content:**

The topics are presented to the students in the form of a question and involve critical analysis of possible answers to that question.

#### **1. Knowledge and Reality**

- What is an argument?
- What questions are worth asking?
- Can you trust your senses?
- Can knowledge ever be certain?
- What makes me, me?
- What is difference between a person and an artificial intelligence?

#### **2. Ethics**

- How can we tell right from wrong?
- Is there such thing as evil?
- Can any action be truly altruistic?
- Is Love just chemistry?
- Would you kill someone to save two lives? (Trolley Problems)
- What is a good life 1? (Aristotle)
- What is a good life 2? (Epicurus)
- Should I be useful? (Chuang-tzu)

#### **3. Buddhism**

- In the third term we look at the philosophical teachings of Buddha in order to prepare students for their study of Buddhism at GCSE. In particular they will learn about the 'three marks of existence' and the 'four noble truths'.

### **Trips**

A trip to the British Museum will be organized.

**Media Component:**

In the first term students will watch the film Robot and Frank as a springboard for discussions around personal identity, memory and artificial intelligence.

**Assessment and Marking**

Homework is set fortnightly. Work will receive a letter grade for attainment and a number grade for effort. At other times a percentage grade will be given. Marks will be accompanied by a comment or explanation to help pupils understand how to improve. Formal assessments will take the form of written assignments and a piece of extended writing at the end of the year.

**Textbooks**

None, however, students will be provided with a comprehensive list of wider reading available from the senior library.



## OPTION - SPANISH

In Year 9 (13s), pupils will study topics and grammar points relevant to the Spanish GCSE

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

- Cultural knowledge of Spain and Spanish speaking countries (festivals, customs, traditions, cultural differences)
- Leisure time and organising to go out
- Role models
- Discussing cinema, concerts, events
- Clothes (describing and buying)
- Shopping
- Body part and illnesses
- Healthy living/active lifestyle
- Jobs and future plans
- Children's rights, fair trade, word issues
- Environmental issues and recycling
- Volunteering and fundraising
- Organising an exchange visit

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

- 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, leisure activities and films
- describe pictures and make presentations on the topics covered in class
- take part in role-plays, for example, ordering food and drink and buying clothes
- take part in discussions on topics such as fashion wear
- understand literature texts in Spanish
- write extensively about the topics studied in class, such as past and future holidays, and present orally facts and opinions on the same topics
- have a sound knowledge of basic grammar points, specifically: the present, near and simple future, preterite and imperfect tenses, adjectival agreement, questions words and demonstrative pronouns

In Year 9 (13s), pupils will be exposed to some GCSE material. For example, the type of questions used in tests and end-of-year examinations will help prepare our pupils for their GCSE Spanish examinations.

### **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 examinations in the summer term. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

### **Textbook**

*¡Viva! Book 3- Modules 1-5*

## OPTION - SPORT SCIENCE

### Topics to be covered this year:

#### Term One

- Basic human anatomy and physiology, responses to exercise, fitness testing, methods of training
- Diet and nutrition

#### Term Two

- Sports injuries and treatment, sponsorship in sport, media and sport, international sporting events, designing warm ups

#### Term Three

- Drugs in sport, training regimens, triathlon participation

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

- be able to name and understand the function of the skeleton, including joints, movements, muscles and their actions
- understand the short and long term effects of exercise on the body's function
- be able to describe and explain the different components of fitness and skill-related fitness
- understand that fitness is related to particular activities
- describe and explain suitable tests for each type of fitness then identify strengths and weaknesses for different sports
- understand the factors that effect fitness
- be able to plan single training sessions in order to prepare for an endurance event
- understand the causes of sports injuries, identify them, and treat them appropriately
- develop leadership and coaching skills
- be able to take a suitable warm up
- understand the importance of warm ups and be capable of designing their own
- understand what sponsorship is and the advantages and disadvantages
- understand the affect the media has in sport
- understand different international sporting events and the role of different governing bodies
- be able to take part in and understand how to follow a training programme leading up to an event

### Assessment and Marking

Marks will be given for both academic attainment and effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve their work. Teachers are available at the end of lessons and break times and are happy to make appointments for further help. Assessment tasks will include theory and practical tasks set at the end of each term and at the end of the year.

### Textbooks

Pupils will be given relevant handouts to supplement learning.

## OPTION - 3 DIMENSIONAL DESIGN

3 Dimensional Design is a one year course that looks at design as a problem-solving discipline combining creativity, three-dimensional thinking and technical skills.

The course will follow the classic design process, from analysis of a brief (problem to be solved), sketching out the initial concepts, choosing the best material for the task, experimentation with construction, testing, refinement of design and, finally, production. The course will focus on product design, as well as looking at architectural and structural briefs to give, it is hoped, a broad look at the subject, as well as expose pupils to the career possibilities design offers.

### **Topics to be covered:**

- Thinking and sketching in three dimensions
- Material selection
- Concept refining and developing
- Construction techniques
- Ergonomics
- Computer aided design
- 3D printing

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

- have an understanding of the design process and follow the required steps through to conclusion
- visualise on paper ideas and forms
- work in a range of materials from foam board, aluminium and plastics employed in the 3D printing technique
- bring together knowledge from other subject areas to help successfully tackle design problems
- construct, with attention to detail and a degree of precision, working models and prototypes

### **Assessment and Marking**

Homework set once a week based around sketchbook development and material manipulation.

There is a termly charge of £50.