



HARRODIAN

10S (YEAR 6)
CURRICULUM HANDBOOK
2021 - 2022

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 10s (Year 6 pupils) at Harrodian. Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Geography
- History
- Latin
- Mathematics
- Music
- Religious Studies
- Science
- Personal, Social and Health Education (PSHE)
- Citizenship
- Sports

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.

Homework in the 10s should take approximately 50 minutes per night. It will consist of 10 minutes mathematics plus 10 minutes reading and spellings daily. There will also be the opportunity to undertake some independent research or project work, which may take a further 35 minutes, per night. This will be directed by the subject teacher. Homework will be found on Edulink as well as written by the pupil, in the Student Planner.

Pupils will be assessed on an ongoing basis as well as more formally by end of unit or module tests together with end of year examinations in some subjects. Full written reports will be uploaded to the parent portal once a year and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers. There will also be the opportunity to meet Form Teachers, the Head of Year and Head of Lower Prep, if required.

Should you require 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

ART AND DESIGN

Topics to be covered during this year:

Term One: Introduction to Fibre Art

Looking at relevant artists' works and approaches to line and shape and tone

- Setting up a basic weaving frame
- Learning the various parts of equipment
- Drawing and recording patterns
- Line and block colour work
- Creating a basic block colour striped piece in yarn

Term Two: Hand Weaving

- Exploring shape and positive and negative space
- Creating vertical stripes in the weave
- Creating diagonal stripes in the weave

Term Three: Paper Collage - Zentangling and weave patterns

- Picture making by attaching shapes to a support
- Observational drawing
- Use of traditional media / sequencing and pattern
- Final piece in selected contrasting colours

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

- Use a range of traditional textile and drawing media
- Identify different sources for project themes
- Explore different materials in a controlled and experimental manner
- Weave paper and develop paper collage techniques

Assessment

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

COMPUTING

Topics to be covered this year:

Term One

- Online safety and digital literacy: online bullying; what to do if there is a problem; privacy settings
- Using the Internet: using search engines, researching information; referencing sources
- Spreadsheets: learn to use features of spreadsheets such as copying formulas and using graphs to investigate problems

Term Two

- Computational skills: use Scratch to develop a game: writing code to add bonus points and additional players
- Multimedia: use of Microsoft PowerPoint to create a story with interactive elements and sound. Use technology to record sounds; find and download sound effects

Term Three

- Design: using layers in an image-editing programme to make a composite picture
- Presentation and research: skim-reading, referencing sources, understanding bias

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

- understand that pictures are out of one's control once posted online
- download resources from the internet, and be able to use, understanding the terminology, a browser, a search engine, a bookmark, a URL, a search bar
- use advanced features of a word processor such as text wrapping and borders
- use formulae to create a mathematical model on a spreadsheet
- type with increased speed and accuracy
- use advanced features of a multimedia authoring package such as recording sound and inserting hyperlinks
- use Scratch coding environment to create characters that can move independently and interact with other elements

Assessment and Marking

There is no formal assessment in terms of written or practical examinations. The assessment for each pupil is based on the quality of their finished work, attitude in lessons and ability to work independently.

Resources

Where appropriate, pupils will work independently on a computer and the school provides all software.

DRAMA

Topics to be covered this year:

- Characterisation techniques
- Ernie's Incredible Illucinations
- Revolting Rhymes
- The Visit
- Storytelling
- Creating tension in drama: Jacques Lecoq

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
- have had the opportunity to explore a text through improvisation
- begin to grasp particular aspects of script work and line learning
- be able to identify some features of a drama script
- be aware of the relationship between performer and space

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.

ENGLISH

Topics to be covered this year:

Comprehension and composition: narrative, biography and auto-biography, persuasive writing and argument, introduction to Shakespeare.

Grammar and punctuation: complex sentences, use of colon, semi-colon, hyphens, dashes, brackets and inverted commas, language conventions in non-fiction writing, extending vocabulary.

Phonics, spellings and vocabulary: to use, learn and consolidate spelling strategies and rules.

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

- punctuate writing, using full stops, capital letters, commas, question and exclamation marks, colons, semi-colons, hyphens, dashes, brackets and inverted commas correctly
- use well-chosen phrases, adventurous and precise vocabulary, sentence variation or figurative language to contribute to the effectiveness of their writing
- secure control of multi-clause sentences and manipulate them to achieve different effects
- plan quickly and effectively, including a conclusion and paragraphs to distinguish the structure of different texts; in non-fiction structures, write appropriately, including relevant introduction and clear presentation of information leading to a well-drawn conclusion
- edit work - enhancing, deleting and evaluating
- read and analyse a range of fiction and non-fiction using inference, deduction and making reference to the text
- spell using a range of rules, conventions and independent spelling strategies
- write with appropriate pace and use a fluent, joined handwriting script

Trips

The English Department aims to arrange one trip or visit for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar.

Assessment and Marking

Pupils' work will be marked and assessed at regular intervals using common abbreviations and in accordance with departmental guidelines. Types of marking will include: right or wrong marking; directed marking and editing by pupils; quality teacher marking which will include positive comments and targets for improvement. Assessments will be formative and ongoing throughout the year based on a range of evidence in pupils' books. Formal assessment will be termly reading and writing tasks and an examination during the Summer Term.

Textbooks

A variety of textbooks and resources are used throughout the year. Dictionaries and thesauruses are available in all classrooms.

FRENCH

Topics to be covered this year:

- Greetings and personal information
- Family members and friends
- Describing yourself and others
- Likes and dislikes (sports and leisure activities)
- Numbers, days of the week, months and seasons
- Special days and festivals
- Telling the time
- Describing a classroom
- School subjects and school opinions
- School uniform
- The school day
- Learning about a typical French school
- Project work

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 a classroom using prepositions
- understand and give information about people such as physical descriptions, birthday dates, what they like and what sports they do
- express opinions on topics such as sports and school subjects
- count in French, give and understand dates and ages
- understand and take part in role-plays on the topics studied such as daily routine at school
- 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, and the use of the present tense with some regular and irregular verbs

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests focussing 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 skills (out of four: reading, writing, listening and speaking). Pupils will also sit a final assessment in the four skills during the Summer Term. Pupils will receive a grade or mark as well as feedback and targets.

Textbook

Dynamo 1

GEOGRAPHY

Topics to be covered this year:

Term One

- Brazil

Term Two

- Food and Farming

Term Three

- Mapskills
- United Kingdom

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

- describe the human and physical features of Brazil
- describe the different types of farming
- describe the changes which have occurred in farming
- recognise that farms have diversified into other areas of economic activity
- describe where our food comes from and calculate food miles
- review OS map skills
- locate major cities and counties in the UK

Trips

A fieldtrip to Rushall Farm, Berkshire, will support the Food and Farming unit of work.

Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for each piece of work. These targets correspond to the list pasted into the front of the pupil's exercise book. Teaching staff are available at the end of lessons, break and lunch times to provide extra help. Formal assessment will take the form of written assignments, group work and end of unit tests.

Textbook

Pupils use a variety of geographical textbooks and resources during lessons.

HISTORY

Topics to be covered this year:

Medieval Realms

- Edward the Confessor and the Succession
- 1066 and the Battle of Hastings
- How did the Normans keep control? The Feudal System, Castles and The Domesday Book
- The Story of Thomas Becket
- King John and the Magna Carta
- Development of Parliament
- Village and Town Life
- The Black Death and the Peasants' Revolt
- Richard II and the Princes in the Tower
- Henry Tudor and the Battle of Bosworth

By the end of the year pupils should:

- understand the defining moments in Medieval England
- have learnt how to write structured essays and have developed skills in using historical evidence (sources)

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, but no end of year examination. Regular factual tests will be marked numerically.

Textbook

'Invasion, Plague and Murder' by Aaron Wilkes.

LATIN

Topics to be covered this year:

Term One

- Pompeii: Caecilius' household; houses; daily life and food; town life and business
- Grammar: Word order in sentences with *est* and without *est*; Nominative singular; Accusative singular

Term Two

- The forum in Pompeii; finance and the law courts; the theatre; actors and performances; pantomime; comedy
- Grammar: 1st and 2nd person singular present, including *sum, es*; Nominative plural; 3rd person plural present
- Mythology: A selection of Greek and Roman myths

Term Three

- Slaves and Freemen; the amphitheatre and gladiatorial shows
- Grammar: Imperfect and perfect in 3rd person singular and plural; *erat and erant*; Accusative plural
- Mythology: A selection of Greek and Roman myths

By the end of the year pupils should:

- have mastered some of the basics of Latin grammar and be able to translate a basic Latin passage and comprehend longer and more grammatically complex passages
- understand how the ending of a verb shows who is doing the action
- have learnt about many new aspects of Roman life and culture and how these have influenced modern culture
- be able to recognise Latin roots in the English language (and other European languages)
- be familiar with some of the most famous Greek and Roman myths/stories

Trips

There will be a Roman army workshop day in the Summer Term.

Assessment and Marking

Pupils will receive a teacher comment and 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 during the weekly department drop in session. Formal assessment will take the form of written assignments, group work and end of unit tests.

Textbook

Cambridge Latin Course Book 1

MATHEMATICS

Topics to be covered this year:

Number and place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, ratio and proportion, algebra, measurement, properties of shapes, position and direction, statistics.

The topics are taught and revisited termly, progressing in level of attainment and kinds of strategies involved. Problem solving activities are introduced each term.

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

Number and Place Value

- read, write, order and compare numbers to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context and calculate intervals across zero
- solve number and practical problems that involve all of the above

Addition, Subtraction, Multiplication and Division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with (mixed operations and) large numbers
- identify common factors, common multiples and prime numbers
- use knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy

Fractions, Decimals and Percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions greater than 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000, giving the answers up to 3 decimal places

- multiply one-digit numbers with up to two decimal places by whole numbers; use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- use simple formulae

Algebra

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

Measurement

- solve problems which require answers to be rounded to specified degrees of accuracy
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area (and volume) of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres, cubic metres, etc.

Properties of Shapes

- draw 2D shapes using given dimensions and angles
- recognise, describe and build simple 3D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Position and Direction

- describe points on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Assessment and Marking

Marking is accompanied by a comment or explanation to help pupils to correct their mistakes. Teaching staff are also available to help at break times and daily at lunchtime by appointment. Formal assessments take place mid-year and at the end of the year, and end of topic test scores are recorded throughout the year.

Textbooks

Maths - No Problem Workbooks 6A and 6B

MUSIC

Topics to be covered this year:

Music Theory: revision of rhythm values from the 8s and 9s as well as the addition of semiquaver rhythms, revision of stave notation with the introduction of ledger lines, knowledge of Italian musical terms and musical element vocabulary.

Performing: Pupils will learn a variety of songs as a class, singing both in unison and in two-part harmony. They will learn to play short pieces of music on the keyboard and will be encouraged to use both right and left hands in order to develop coordination skills.

Composing: Pupils will complete a composition using notes from the pentatonic scale and will be encouraged to use their theory skills to notate this accurately.

Listening and Appraising: Pupils will study 'Danse Macabre' and 'Carnival of the Animals' to develop their knowledge of some of the more unusual instruments of the orchestra, with a particular focus on the percussion family.

By the end of the year pupils should:

- have a confident understanding of simple musical notation including a range of pitches and more complex rhythms
- be able to confidently identify instruments of the orchestra through listening to a range of pieces and styles
- be familiar with a selection of songs and different genres of music
- have gained confidence in performing, particularly with regard to singing in parts and playing as a part of a small ensemble

Assessment and Marking

Pupils will be assessed on a regular basis, through formative and self-assessment. Pupils are encouraged to take part in extra curricular activities to widen their musical understanding.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Topics to be covered this year:

These topics are revisited each year and developed appropriately for each age group.

- New beginnings
- Getting on and falling out
- Say no to bullying
- Going for goals
- Good to be me
- Relationships
- Changes
- Personal hygiene
- Citizenship
- Family life
- Celebrating difference

All topics will consider the five broad social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

Developing pupils' skills in these areas will equip them to:

- be successful learners
- make and sustain friendships
- deal and resolve conflict effectively
- solve problems
- manage strong feelings such as anger and anxiety
- persist in the face of difficulties
- work and play cooperatively
- compete fairly
- recognise and stand up for their rights and the rights of others
- understand and value the difference and commonalities between people, respecting the rights of others to have beliefs and values different from their own

Additional experiences:

- Puberty talk - single sex and delivered by a male and female member of staff
- Junior citizenship course in Richmond Park
- Visit by Magistrates and a mock trial
- Bushcraft residential course to develop team building skills
- Feelings talk delivered by PSHE professional

RELIGIOUS STUDIES

Topics to be covered this year:

Islam

- The origins of Islam
- The life of the Prophet Muhammad
- The 5 Pillars of Islam
- The importance of the Qur'an
- Islamic food laws
- The Mosque
- The festival of Eid-ul-Adha
- The position of women in Islam
- The concept of Jihad
- Islamic art

Sikhism

- The life of Guru Nanak
- Sikh beliefs about God
- Karma and Rebirth
- The 5 Ks
- The 10 Sikh gurus
- The Guru Granth Sahib
- The founding of the Khalsa
- Vaisakhi and other festivals
- Sewa (service to others)
- The importance of the Gurdwara in the life of the Sikh community

By the end of the year pupils should:

- have a good understanding of Islamic and Sikh beliefs and practices
- have reflected on their own beliefs

Trips

A trip to a local mosque and / or Gurdwara will be organised.

Homework

No homework is set in RS.

Assessment and Marking

Work will be given a comment or explanation to help pupils understand how to improve. Informal assessment will take place during lessons.

Textbooks

None

SCIENCE

Topics to be covered this year:

Term One

- Our changing world
- Evolution and inheritance
- Light

Term Two

- The Circulatory System
- Science week
- Electricity

Term Three

- More about properties of materials
- Plants and animals

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

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Assessment and Marking

Classwork and homework will be marked with comments and explanations to help the pupil understand how to improve their work. Teaching staff are also available after school, to discuss pupils' work and give further help and guidance. Pupils will complete regular progress checks and there will be an exam during the Summer Term.

Textbook

CGP - Key Stage Two Science

SPORTS

Topics to be covered this year:

Term One

- Swimming and Health Related Fitness
- Football, Netball and Basketball

Term Two

- Dance and Gym
- Rugby, Hockey, Basketball and Touch Rugby

Term Three

- Swimming and Athletics
- Strike and field/Net games eg. Cricket and Tennis

By the end of the year pupils should:

- have explored all techniques and vocabulary relevant to the activities covered, developing practical and theoretical skills in order to be successful
- 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 in order to work well as a team when attacking and defending
- think about how to use skills, strategies and tactics to outwit the opposition using team play
- be confident 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
- 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 and 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; Evaluating and Improving Performance.