



HARRODIAN

11S OPTIONS CHOICES
FOR YEAR 7 (11S) STARTING SEPTEMBER 2022

Dear 10s (Year 6) Parents and Pupils

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

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

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

Option Block A – Spanish or Italian

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

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

Option Block B – Latin and Non-Latin Route

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

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

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

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

ITALIAN

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

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

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

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

Assessment and Marking

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

Textbook: Amici d’Italia 1

LANGUAGE OPTION

SPANISH

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

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

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

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

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests. At the end of each module, a more thorough assessment will be carried out and pupils will be tested on a minimum of three out of four skills - reading, writing, listening and speaking. Pupils will also sit an end-of-year examination in the four skills in the 11s and 12s. 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 and ¡Viva! Book 2

LATIN

11s (Year 7)

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

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

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

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

12s (Year 8):

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

Assessment and Marking

The language part of the examination will consist of four sections; a story-based comprehension, a translation, a grammar-based comprehension and a short background essay. The passages used in the papers often tell tales from ancient history and legend that pupils will be familiar with.

Textbooks and Resources

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

ART

11s (Year 7):

Harrodian encourages an adventurous and enquiring approach to art, developing visual literacy through individual responses to set tasks. Knowledge about art and artists will grow from this direct experience. Assignments offer opportunities for our pupils to practise and understand the 'visual elements' used by artists to create works of art. The visual elements in any works of art, for simplicity, may be grouped as: Line and Tone, Pattern and Texture, Form and Shape, Colour, Light and Space, Media and Mood and Feeling. Pupils will focus their responses upon certain aspects of art making, for example, colour, or light. The 'visual elements' are not hierarchical. This approach offers structure to pupils' painting, drawing and design skill. The Art Department encourages knowledge of both contemporary approaches, as well as the more traditional Art.

Pupils develop their abilities to:

- record and select details from source materials
- record using a range of traditional materials, as well as digital media
- improve their ability to refine, develop, review and improve
- learn to use the visual elements in different ways

12s (Year 8):

The Year 8 Art syllabus provides a structure to learn how visual qualities can be manipulated to represent ideas, beliefs and values. Assignments may explore both two dimensional and three-dimensional artwork using a variety of different methods and materials. The work of other sculptors and artists is used to inform this work and the materials used. Assignments offer opportunities for our pupils to practise and understand the 'visual elements' used by artists to create works of art. Pupils will focus their responses upon certain aspects of making art, for example, line and tone, or shape and space. The 'visual elements' are not hierarchical. We aim to remain sensitive to the manipulative power of images and discuss these issues when they arise. Art reflects the manipulative power of images and discuss these issues when they arise. Art reflects the is essentially a challenging subject.

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

Pupils will develop their abilities to:

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

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 and work ethic. These are awarded for each topic and are reflected in reported grades. Feedback will focus on what was done well and targets for improvement. There will be tests throughout the year, typically at the end of each term.

Grade	Assessment Descriptors	The descriptors in the assessment grid should be understood as follows:
D	Level 1 Basic Ability	Some knowledge, understanding and skills demonstrated but they are simplistic and deliberate; some structure and repetition in the development and recording of ideas.
C	Level 2 Emerging Competent	Knowledge, understanding and skills are generally adequate but safe.
B	Level 3 Competent and Consistent	Knowledge, understanding and skills are secure and cohesive throughout.
A	Level 4 Confident and Assured	Knowledge, understanding and skills are effective and focused throughout.

COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of computer science and are responsible, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to express themselves and develop their ideas using technology, building skills which will enable them to understand and manipulate the digital world in which they will live and work.

11s (Year 7):

Topics to be covered:

- **Online safety:** how to stay in control, how to report a problem
- **Ecommerce:** set up a website with an automatic ordering system for a pizza restaurant
- **Under the hood of a computer:** a brief history of Computing; components that make up a computer in terms of input devices, the processor, memory, storage and output devices
- **Bits and bytes:** an introduction to binary and units of storage
- **Representing images:** understand how images and the colours within them are constructed in terms of binary and pixels
- **Drawing and manipulating shapes:** write a program that creates an artwork, using procedures and iteration
- **How the web works:** HTML and web page creation from the ground up

12s (Year 8):

Topics to be covered:

- **Programming a quiz in Python,** using selection statements and a score variable
- **Networks including the Internet:** understanding the benefits, and risks, of connecting computers in networks. Make a video with images and sound recordings to show findings.
- **Operating systems** and the “Human-Computer Interface”
- **Binary:** character encoding and converting from binary to decimal
- **Sorting:** examine how computers and humans cope with sorting and experiment with running sorting algorithms on different sets of data
- **Programming in Python:** build a “chatbot”, using lists, comparison operators and random choices, attempting to make a computer appear intelligent by holding a conversation with a human

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

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

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

Assessment and Marking

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

Textbook

Literature and workbooks which pupils require will be provided. Links and tutorials will be available via the teacher’s website: www.jgledhill.co.uk.

DRAMA

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

11s (Year 7):

In the 11s (Year 7), the subject provides a learning experience as well as exercising pupils' imaginations. Over the year pupils engage in a variety of practical tasks as a whole group, within smaller groups and individually. An exciting range of topics are explored, including:

- Scripted Work
- Writing Monologues
- A Radio Play Project
- Genres of Theatre including Commedia and Greek Theatre

Beyond this, pupils take part in a variety of exercises to help develop confidence, team building and presentation skills.

12s (Year 8):

The 12s (Year 8) Drama syllabus is designed to develop pupils' use of drama skills through socially and culturally relevant topics. The class is introduced to themes surrounding status and hierarchy and how this can be applied and understood in performance. Next, the pupils engage in a sustained devising project where they have the chance to write their own script and shape their own performance in response to a stimulus. Finally, pupils learn rehearsal techniques and different approaches to a wide range of scripts, from Shakespeare to modern plays, and get to direct each other's practical work as well as perform iconic scenes from theatrical history.

Assessment and Marking

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

MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in the main musical activities of listening, performing, appraising and composing. Pupils may also have the opportunity to use Music Technology to supplement and enhance their understanding. Many varieties of musical styles are covered from medieval music through to pop songs. 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.

Topics to be covered:

The Elements of Music

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

Vocal Music

Pupils will explore vocal music with a focus on group singing. Pupils will learn about different styles of vocal music, types of voices and how the human voice is used in music, through listening exercises and practical work. This topic will culminate in Carol Singing in preparation for the school Carol Concert.

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 and 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 Futures

During this project, pupils will develop their performing skills, working both individually and as part of a group on their chosen instrument. The unit will end with a group performance based on popular music.

Assessment and Marking

A-D grades will be given for understanding of musical terminology, musical and instrumental ability and number grades 1-4 given for effort and work ethic. These are reflected in reported grades. Pupils will receive regular feedback on performing and composition work completed in class and there will be a general listening assessment at the end of the academic year based on each topic covered throughout 11s and 12s Music.

PE

PE encourages values such as organisation, communication, perseverance and honesty, in conjunction with enabling pupils to become highly skilled performers. In the 11s, the emphasis is on consolidating the concepts explored in the Lower Prep School to establish competent, confident and expert techniques, whilst enabling pupils to apply them across different sports and physical activities. Pupils are encouraged to gain an appreciation of what makes a performance effective and how to apply these principles to their own and others' work. They can develop the confidence to get involved in exercise, sports and activities outside of school and throughout later life, understanding the long-term health benefits of physical activity. Pupils will be provided with knowledge of how to organise and lead small games and activities that can be used as part of a consistent structure within our school, or transferable to other community clubs and sports club sessions. Opportunities such as these aim to help our learners develop leadership skills such as organisation, communication, and teamwork, as well as helping to build confidence and self-esteem as they take on the responsibility of leading their peers.

Topics to be covered in the 11s

Pupils will have the opportunity to consolidate and extend their skills in the team sports that they currently specialise in throughout the school year, such as netball, football, hockey, rugby 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. There will also be exciting opportunities to try different sports and team-building activities to stimulate interest and challenge pupils to develop new skills and knowledge. Pupils will participate in sessions to learn the fundamentals of first aid and cardiopulmonary resuscitation (CPR) skills. There is flexibility in the planned curriculum to offer pupils a degree of ownership over their activities and it is perfect for those pupils who want to increase their sports' contact time, learn new skills and give themselves the chance to achieve their sporting potential. Pupils have the opportunity to research, discuss and gain a greater knowledge of the Olympic games, Winter games and Paralympic games. Topics include historical, commercial and tourism elements, the union of the five continents and the meeting of athletes from throughout the world.

Topics to be covered in the 12s

Pupils will continue to build on and develop their skills and understanding of a variety of sports and fitness components. In the 12s, pupils will be encouraged to lead their own sessions, wherever possible, and look at different ways to plan, lead and evaluate sessions in a variety of activities. These include planning a charity initiative, which will lead to fundraising and event management for charities of the pupils' choice. The 12s research and lead sessions based on sports from around the world, such as Gaelic football. A great opportunity to learn new skills of a sporting and social nature, whilst broadening the overall sporting knowledge of the pupil.

Assessment and Marking

Optional PE is continually assessed throughout the lesson structure and the performance in group tasks. Each pupil is given a grade for optional PE in their written report and this also contributes to the overall grade for the term, alongside their main PE/Games curriculum.