



HARRODIAN

11S (YEAR 7)  
CURRICULUM HANDBOOK  
2021 - 2022

# INTRODUCTION

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

In the 11s all pupils will be taught the subjects listed below:

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

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

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

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

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

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

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

Pupils will be formally assessed by end of unit or module tests together with formal end of year examinations. Progress and full written reports will be uploaded onto the parent portal during the academic year.

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

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

## PHSE/RSE AND CITIZENSHIP

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

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

### Themes and topics

#### **Introduction to Citizenship:**

- What is Citizenship?

#### **Rights and Responsibilities:**

- What is the difference between wants and needs?
- How are our rights protected?
- What happens when people ignore their responsibilities?

#### **Diversity:**

- Who are the British?
- Why are some groups discriminated against?
- How diverse is Harroddian?

#### **Government Services / Democracy:**

- What does the government do?
- How do we decide who runs our country?

#### **Community Groups:**

- Where / who is my community?
- How can we safeguard our communities?
- How do community groups help our communities?
- How to spot fake news

#### **Debating Exercise**

#### **Resolving Conflict:**

- Why are some bullied and why are some bullies?

#### **Healthy Relationships:**

- Friendship

#### **Global Community:**

- Why do some children have to work?
- What is it like to be a child worker?
- What can we do to help the problem of child labour?

#### **Media Use:**

- Can we trust the news?
- Online bullying and repercussions
- Social media and repercussions
- Empowerment of both sexes

#### **Mental Health:**

- The importance of sleep
- Anxiety
- Appropriate language surrounding sexuality
- Consent
- Race and gender

#### **Talks from:**

- Police Schools Liaisons Officer
- Anti Bullying Professional
- Puberty

# ENGLISH

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

- Novel study
- Genre focus
- Public Speaking competition
- Play study
- Poetry
- Comprehension skills
- Composition (essays and descriptive 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
- infer and deduce meanings in texts, identifying how meaning is implied
- use evidence from texts to explain points in extended answers and essays
- plan, write, edit and redraft a variety of text types, using a style that is appropriate to purpose and audience
- spell all common words correctly, and use spelling strategies to meet personal spelling challenges
- use capital letters, full stops, question marks or exclamation marks correctly at all times; use apostrophes, commas, speech marks, colons and semi-colons accurately most of the time
- be an active participant in class, group or pair discussion, showing sensitivity to others' opinions; and be able to support their own ideas with evidence

## **Trips**

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

## **Assessment and Marking**

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

## **Textbook:**

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

## FRENCH (SETS 1 AND 2)

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

- The weather and the seasons
- Sports, leisure activities and what you like
- Animals
- Description of family members
- Where you live and rooms in your house or flat
- Breakfast time (food and drinks)
- Local area, places to go and things to do in town at the weekend
- Inviting someone out
- Ordering drinks and snacks in a café
- Cultural knowledge such as information about sport, some famous national events, famous people and places in French-speaking countries.

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

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- take part in role-plays on topics such as inviting someone out
- discuss leisure activities and what one likes to do
- describe local area and say what one is going to do in town
- understand and give information on family members and where they live
- express opinions on topics such as breakfast food
- understand information in the present and near future tenses
- have a sound knowledge of basic French grammar specifically the gender of nouns, adjectival agreements, some prepositions, possessive adjectives, the use of connectives, key question words, the partitive article, “jouer au/à la/à l’/aux” and “faire du/de la/de l’/des” + sports and activities, use of the infinitive verb and the present and near future tenses with some regular and irregular verbs

### **Assessment and Marking**

Pupils’ progress will be assessed on a regular basis with small tests focusing usually on one skill. At the end of each unit, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills - reading, writing, listening and speaking.

Pupils will also sit an end of year examination in the four skills. Pupils will receive a grade or a mark as well as a target.

### **Textbook**

*Dynamo 1*

## FRENCH (SET 3 AND 4)

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

- Greetings and personal information
- Numbers, days of the week, months, the seasons, telling the time and the weather
- Sports, leisure activities and what you like doing
- School and school life
- Animals
- Descriptions of family members
- Where you live and rooms in your house or flat
- Breakfast time (food and drinks)
- Places in town
- Cultural knowledge such as information about sport, some famous national events, famous people and places in French-speaking countries.

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

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- take part in role-plays on topics such as discussing and describing family members
- discuss and express opinions on topics such as leisure activities and what one likes to do
- talk about school life
- understand and give information on family members
- understand information in the present tense
- have a sound knowledge of basic French grammar specifically the gender of nouns, adjectival agreements, some prepositions, possessive adjectives, the use of connectives, key question words, “jouer au/à la/ à l’/ aux” and “faire du/de la/ de l’/ des” + sports and activities, use of the infinitive verb and the present tense with some regular and irregular verbs.

### **Assessment and Marking**

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

### **Textbook**

*Dynamo 1*

# GEOGRAPHY

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

### **Term One**

- Weather and Climate
- Climate Change
- Population and Asia

### **Term Two**

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

### **Term Three**

- Transport and industry

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

- recognise the difference between weather and climate
- explain the factors which affect the climate of the British Isles
- recognise the causes and effects of climate change and how they can be managed
- describe and explain river processes and landforms
- understand the importance of Asia as a world region
- describe the physical geography of Asia
- describe and explain the population issues in Asia
- understand what sustainability is and what this means for transport and economic development
- continue to develop OS Map skills

### **Trips**

There will be a trip to Juniper Hall Field Studies Centre to support the unit of work on rivers and the development of pupils' geographical skills

### **Assessment and Marking**

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

### **Textbook**

*Geog. series of textbooks*

# HISTORY

## **Topics:**

### **Tudors and Stuarts**

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

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

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

### **Assessment and Marking**

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

### **Textbook**

*Renaissance, Revolution and Reformation* by Aaron Wilkes.



# 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:

- **Whole numbers and decimals:** place value and decimals; multiply and divide by 10, 100 and 1000; negative numbers; mental and written methods of addition and subtraction; calculator methods.
- **Measures, perimeter and area:** length; units of measurement; converting between metric units; perimeter; area of a rectangle, triangle and parallelogram.
- **Expressions and formulae:** algebraic symbols; expressions; collecting like terms; using and writing out formula; expressions and formulae.
- **Fractions, decimals and percentages:** fractions; equivalent fractions; addition and subtraction of fractions; decimals and fractions; fraction of a quantity; percentages; percentage of an amount; fractions decimals and percentages.
- **Angles:** angle measure; drawing lines and angles; calculating angles; angles in a triangle; properties of triangles, quadrilaterals and polygons.
- **Graphs:** coordinates; tables of values; plotting straight-line graphs; real-life graphs.
- **Whole number calculations:** rounding; order of operations; mental multiplication and division; written methods of multiplication and division; calculator methods.
- **Statistics:** bar charts; reading and interpreting pie charts; line graphs; mode, median, mean and range; interpreting graphs and charts; planning a statistical enquiry; collecting data; tally charts and frequency tables; comparing data.
- **Transformations and symmetry:** reflection symmetry; rotation symmetry; translation; tessellations.
- **Equations:** multiplying and dividing terms; balancing calculations; simple equations; two-step equations.
- **Factors and multiples:** factors and multiples; square numbers; square roots; prime numbers; LCM and HCF.
- **Constructions and 3D shapes:** constructing triangles; scale drawings; properties of 3D shapes; isometric drawings; nets of 3D shapes; volume.
- **Sequences:** sequences; sequence rules; term to term rules; position in a sequence.
- **Decimal calculations:** mental methods with decimals; written methods of multiplying and dividing decimals; interpreting a Calculator display.
- **Ratio and proportion:** proportion; direct proportion; ratio; ratio and proportion problems.
- **Probability:** the probability scale; theoretical probability; experimental probability; sets.

## 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. Formal assessments will take place at the end of each term.

## Textbook

*MyMaths for KS3 (books 1b and 1c)*

# RELIGIOUS STUDIES

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

### **Christianity: key beliefs and teachings**

- Understanding the Christian Creation stories in the light of Modern Science
- The human condition and sin.
- The significance of the birth, life and death of Jesus to Christians.

### **Christianity: Practices**

- What it means to be a follower of Jesus
- Christian worship

### **Philosophy**

- Arguments for and against the existence of God
- The problem of evil

### **Trips**

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

### **Assessment and Marking**

A percentage grade will be given for the majority of homework; some pieces of homework will receive a letter grade for attainment and a number grade for effort. Marks will be accompanied by a comment or target to help pupils improve their work.

### **Textbooks**

*None*

# SCIENCE

## Topics to be covered this year:

### Biology:

1. Living systems
2. Diet and health
3. Genetics and evolution

### Students study:

- the cell is the unit of living organisms; there are similarities and differences between plant cells, animal cells and unicellular organisms; the function of the human skeleton and how movement is brought about via joints and muscles.
- the content of a healthy diet, how food is digested and the effects of recreational drugs.
- how genetic information is passed from parent to offspring and how evolution is driven by natural selection.

### Chemistry:

1. The particulate nature of matter
2. Atoms, elements and compounds
3. Reactions

### Students study:

- the particle diagram for the three states of matter, the names of the processes to change state. This then moves on to mixtures and how they differ from pure chemicals and the separation techniques that can be used to change mixtures into pure substances.
- use the particle model to describe elements and compounds. They understand that the smallest particles of elements are actually atoms and learn the basic Dalton model for an atom. Students understand how elements exhibit patterns and trends in their properties, and how the Periodic Table represents these patterns and trends visually. This develops into how to name compounds and interpret formulas. Students learn how to observe chemical reactions and describe them in word equations.
- study and recap on the structure of the Periodic Table and investigate the reactivity of metals and the acidity of different oxides. They then discover the difference between chemical and physical change and look at the characteristics of exothermic, endothermic, combustion, oxidation and reduction reactions.

### Physics:

1. Forces and motion
2. Levers, moments and pressure
3. Electricity and electromagnetism

### Students study:

- the motion of objects and how this can be represented graphically. They then analyse a range of forces acting on objects, including the concept of pairs of forces, contact forces and non-contact forces. They then go on to measure frictional forces and the behaviour of materials when forces act on them.

- by enhancing their understanding of forces by further studying their applications; they look at the turning effects of forces and the tools designed to use this effect: levers and other simple machines. They consider energy transfers and conservation of energy, then pressure on a surface and in gases and liquids. All these concepts are brought together at the end of the term in a discussion of hydraulic machines.
- the nature and effects of static electricity followed by current, voltage and resistance in circuits and, finally, magnetism and electromagnetism. The essential points to cover are: charges and charging by friction, electrostatic effects, current in circuits and at junctions, voltage and energy, resistance, simple magnetism and magnetic fields and, finally, electromagnets and their applications.

### **Assessment and Marking**

Pupils will follow a one-year course and study all three areas of Science as one subject. Lessons will be broken down into the three separate sciences. Marks are accompanied by a comment or explanation to help pupils correct their mistakes and staff are also available at the end of the lesson, and at break and lunchtimes for assistance. Formal assessments will take the form of end of topic tests and there will be an end of year examination.

### **Textbook**

*SMART SCIENCE Key stage 3 Student's book- A Gill*

# SPORTS

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

### **Term One**

- Invasion Games - Football, Netball
- Health Related Fitness

### **Term Two**

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

### **Term Three**

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

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

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

## **Extra-Curricular Activities**

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime 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; and Evaluating and Improving Performance.

## OPTION - ART

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

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

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

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

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

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

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

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

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

#### **Assessment**

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

# OPTION - COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of computer science, and are responsible, competent, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

## Topics to be covered this year:

### Term One

- **Online safety:** How to have fun online, how to stay in control, how to report a problem. CEOP resources.
- **Under the hood of a computer:** history of computing; components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes.
- **Think like a computer scientist:** learn that computers are best used for repetitive tasks that require speed and precision, decomposition and algorithms.
- **Drawing and manipulating shapes:** write a program that creates an artwork.

### Term Two

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

### Term Three

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

## Assessment and Marking

A-D grades will be given for understanding of subject concepts and quality of classwork, and number grades 1-4 given for effort 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 is an in-class end-of-year assessment.

## Resources

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

## OPTION - DRAMA

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

- Improvisation
- Mms and silent movies
- Voice and radio plays
- Monologues
- Study of scripts
- Introduction to history of Theatre
- Devising own pieces of theatre

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

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- be able to build on scenes through improvisation
- have written, performed and recorded their own radio plays
- developed an awareness of voice and their vocal range in performance
- have a strong ability to develop characters
- have had the opportunity to devise a piece of drama

### **Trips**

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

### **Assessment and Marking**

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



## OPTION - ITALIAN

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

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

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

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

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with mini-tests covering one skill only. At the end of each module a more thorough assessment will be made through an End of Module test, where pupils will be tested on a minimum of three out of four skills - listening, speaking, reading, writing. Pupils will also sit an end of year examination in the four skills. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

### **Textbook**

*Amici d'Italia 1, Units 1-4*

## OPTION - LATIN

### Topics to be covered this year:

#### Term One

- Syntax and grammar: study of new grammar and syntax including use of all cases of nouns, use of prepositions, 2<sup>nd</sup> conjugation of verbs, principal parts of verbs.
- Background: the eruption of Mount Vesuvius

#### Term Two

- Syntax and grammar: study of new grammar and syntax including second declension nouns and irregular perfects
- Background: the eruption of Mount Vesuvius

#### Term Three

- Syntax and grammar: further study of new grammar and syntax topics, including pronouns, numbers and 1<sup>st</sup> and 2<sup>nd</sup> declension adjectives; revision of year's work
- Mythology: Achilles and the War on Troy, Jason and the Argonauts, Wanderings and Odysseus, Theseus and The Minotaur, Perseus and Medusa, Hercules

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

- have strong command of new syntax and grammar topics
- be able to manipulate simple sentences into Latin
- have a strong command of the new vocabulary
- have a strong command of some of the main myths and stories of Greek and Roman cultures
- have participated in the writing, directing and acting of a play based on the Greek/Roman worlds

### Trips

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

### Assessment and Marking

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

### Textbooks

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

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

## OPTION - MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in a variety of genres and styles via listening, performing, appraising and composing. Pupils will also have the opportunity to use Music Technology to supplement and enhance their understanding. A wide variety of musical styles are covered, from medieval music through to pop songs, and pupils are involved in different forms of music making, both individual and communal, helping to develop a sense of group identity and togetherness. We believe that whilst music is creative, it is also an art subject that challenges the mind through the understanding of music theory, something which underpins all learning throughout the 11s.

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

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

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

#### **Vocal Music**

Pupils will explore about 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**

Targets are set for each pupil on a regular basis. Performing, appraising and composing work are assessed regularly both formatively and through peer assessment.

## OPTION: P.E.

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

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

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

### **Assessment and Marking**

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

## OPTION - SPANISH

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

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

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

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

### **Assessment and Marking**

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

### **Textbook**

*¡Viva!* Book 1 (second edition) Modules 1 - 5