



HARRODIAN

13S (YEAR 9)
CURRICULUM HANDBOOK
2021 - 2022

INTRODUCTION

The purpose of the handbook is to provide parents with concise information about the subjects taken by the 13s (Year 9 pupils) at Harrodian. In the 13s all pupils will study the following core subjects: English, Mathematics, Biology, Chemistry and Physics alongside Geography, History, Religious Studies, Physical Education, Sport and Citizenship. In addition, pupils must choose one Modern Foreign Language from Block A and two or three options (see explanation below) from Block B.

Option Block A

French

Spanish

Italian

Option Block B

Art

Business

Computing

Classical Civilisation

Drama

Film Studies

Latin

Media Studies

Music

*3 Dimensional Design**

Sport Science

French (2 lessons a week)

If a pupil wishes to study two languages, either Spanish or Italian alongside French, they must choose either Spanish or Italian from Block A and French from Block B. French, unlike all other options in Block B, requires two lessons per week rather than one. This leaves a choice of only one other option apart from French in Block B.

Pupils who do not wish to choose a second Modern Foreign Language choose three options in Block B.

In order to provide continuity, pupils considering taking Latin to GCSE are required to continue the subject in the 13s and must therefore choose it in Block B. If pupils are considering taking Computing to GCSE, we recommend pupils study this option in the 13s but this may be waived if a pupil undertakes additional studies outside school that develop the requisite skills for GCSE in the 14s/15s.

Apart from Latin it is not a requirement that pupils should study any of the remaining options in Block B in order to pursue them at GCSE level. These single lessons are designed to give pupils a year's taster course ahead of GCSE and in the case of Art, Drama, Music and Computing build on key skills taught in the 11s and 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.

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 June. Progress and full written reports will be uploaded onto the parent portal during the academic year. Parents will also be invited to attend a Parents' Evening 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 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
- 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
- Plant circulation

Term Three

- Lifestyle-related diseases
- 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

- Safety and States of Matter
- Atoms, Elements and the Periodic Table
- Mixtures and Separation Techniques

Term Two

- Atomic Structure
- The Periodic table
- Metals and the Reactivity series

Term Three

- Acids, Alkalis and Neutralisation
- Water as a Resource

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
- understand how atomic structure is related to position in the periodic table
- be able to write chemical formulae and balanced chemical equations
- understand and explain the trends in reactivity for groups in the periodic table and for metals in general
- be able to use the pH scale and recall the ions responsible for acidity and alkalinity

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

- **Summer Term project** – Pupils choose to research one important global topic and debate the issues that it has raised for our society. As part of this, pupils are invited to highlight the key lessons they believe are important with a view to implementing positive change within our community. Previously, this work has resulted in the ‘Three weeks for change’ environmental project which culminated in the school’s first ‘Green Day’ and the formation of pan school environmental committees.
- **Preparing for the future:** getting to grips with the basics of financial management. How best to look after my mental well-being using simple tools and techniques

Term One to Three

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

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

- GIS in fighting crime
- The Living World

Term Three

- The Living World
- Fieldwork

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

- understand contemporary world issues such as disease and the sustainable development goals
- understand the threats to ocean resources
- understand what GIS is and how it can be used to help combat crime
- 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
- understand the issues of migration and refugees
- use a variety of graphing techniques, analyse graphs and draw conclusions from them

Trips

There will be a trip to support the Living World unit 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 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

Progress in Geography

KS3 Geography: Heading Towards AQA GCSE

HISTORY

Topics to be covered this year:

The Twentieth Century

The Causes and Impact of the Two World Wars

The Holocaust

Civil Rights Movements including: Womens' Suffrage, US Black Civil Rights, 60s Anti-War Protests, Troubles in Ireland

The Origins of the Cold War

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:

- **Whole numbers and decimals:** powers of 10; rounding; factors multiples and primes; estimating and approximating.
- **Measures, perimeter and area:** area of a 2-D shape; circumference of a circle; area of a circle; compound measures.
- **Expressions and formulae:** factors in algebra; algebraic fractions; rearranging formulae; deriving and graphing formulae.
- **Fractions, decimals and percentages:** adding, subtracting, multiplying and dividing fractions; decimals and fractions; percentage change.
- **Angles:** angle properties of a triangle; angle properties of quadrilaterals; angle properties of a polygon; congruent shapes.
- **Graphs:** tables of values; drawing straight line graphs; the equation $y = mx + c$; real life graphs.
- **Decimal calculations:** adding, subtracting, multiplying and dividing decimals; using a calculator.
- **Statistics:** frequency tables; statistical diagrams; calculating averages; interpreting graphs; correlation; averages from grouped data; comparing distributions.
- **Transformations and scale:** transformations; enlargements; combinations of transformations; maps and scale drawings; bearings.
- **Equations:** solving equations; equations with brackets; unknowns on both sides; constructing equations; trial and improvement.
- **Powers and roots:** square roots and cube roots; indices and surds; standard form for both small and large numbers.
- **Constructions and Pythagoras:** constructing a triangle; loci and constructions; Pythagoras' theorem.
- **Sequences:** sequences and terms; position-to-term rules; the general term; real life sequences; recursive sequences.
- **3-D shapes:** plans and elevations; symmetry of a 3-D shape; surface area of a prism; volume of a prism.
- **Ratio and proportion:** direct proportion; comparing proportions; ratio and proportion problems; proportional reasoning.
- **Probability:** prediction and uncertainty; mutually exclusive events; calculating probabilities; the outcome of two trials; experimental probability; comparing the theoretical and experimental probability; Venn diagrams.

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 3b and 3c)

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 encounter, to consider the choices they face and to build resilience and coping strategies for the modern world in which they live.

One 30-minute form time per week is devoted to PSHE and Current Affairs (alternating). From 2021-22, there will also be a programme of 8-10 periods across the school year where all Seniors pupils are taken off-timetable for more in-depth PSHE sessions. These may involve presentations from visiting speakers, small-group workshops or lessons led by form tutors.

Our PSHE programme also includes a dedicated half term programme of Relationships and Sex Education (RSE), the teaching of which has now become compulsory in all British schools. This will take place with resources specific to the year group and with prior training for Form Tutors.

PSHE is a key part of our 'Healthy Harrodian Initiative' to prioritise good mental health among young people, and to destigmatise the issues around it.

The PSHE programme of study will include the following half termly headings:

Half Term 1 - Good mental health

Half Term 2 - Drugs and Alcohol Education

Half Term 3 - Relationships and Sex Education

Half Term 4 - Online Safety/Social media

Half Term 5 - Identity/Diversity (incorporating Pride Month)

Half Term 6 - Skills for the real world

PHYSICS

Topics to be covered this year: GCSE Physics:

- Energy (including: energy changes in a system, and the ways energy is stored before and after such changes; black body radiation; conservation and dissipation of energy; and national and global energy resources)
- Electricity (including: current, potential difference and resistance; series and parallel circuits; domestic uses and safety; energy transfers; and static electricity)
- Particle model of matter (including: changes of state and the particle model; internal energy and energy transfers; and particle model and pressure)
- Atomic structure (including: atoms and isotopes; and atoms and nuclear radiation)

By the end of the year pupils should:

- have completed the required practicals for each topic
- have developed a variety of experimental skills and strategies, including: developing hypotheses, planning and carrying out experiments, recording observations, and evaluating methods
- have developed scientific thinking
- be able to apply the cycle of collecting, presenting and analysing data
- show knowledge of, and skill in use of, scientific vocabulary, quantities, units, symbols and nomenclature
- have improved their examination technique through self-evaluation
- have developed knowledge and understanding of key ideas in physics (e.g. the use of models, and the concept of cause and effect)

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 Physics, Ryan (OUP)

RELIGIOUS STUDIES

Topics to be covered this year:

In the 13s we begin the GCSE course, and follow the AQA Religious Studies A (8062) specification.

We cover the ethical theme 'Religion and Life', which is an eighth of the total GCSE course.

The origins and value of human life

- Religious teachings about the origins of human life, and different interpretations of these.
- The relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

The origins and value of the universe

- The origins of the universe, including religious teachings about the origins of the universe, and different interpretations of these.
- The relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including animal experimentation and the use of animals for food.

By the end of the year pupils should:

- have a thorough understanding of both religious and non-religious approaches to the ethical issues above
- have formulated their own viewpoints on these issues and learned how to critically evaluate and debate
- have developed skills in essay writing required for the GCSE course

Assessment and Marking

Regular factual tests will be marked numerically, whilst research tasks will be given an attainment grade (A-D) and an effort grade (1-4) along with a target for improvement for their next piece of work. Pupils will also practise exam-style questions, which will be marked according to the AQA marking scheme. Pupils will sit an internally set examination in the summer.

Textbook

AQA GCSE Religious Studies: Christianity Student Book (Spec A) - Bartlett, Fleming, Smith, Worden

SPORTS

Topics to be covered this year:

Term One

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

Term Two

- Rugby, Hockey, Basketball, 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 AND ENTERPRISE

Topics to be covered during this year:

As the number of small businesses increases daily in the UK, the Y13 course opens pupils' eyes to the world of business, using an interactive programme. The overall objective of the course is to enhance their understanding of the business world, through setting separate tasks that focus on: Enterprise, Marketing and communications, Economics and 'setting up your own business and producing a business plan'.

Term One:

- Enterprise Project
- Web building project

Term Two:

- The chancellor and the budget
- Enterprise Fair
- Business planning

Term Three:

- Feedback on Enterprise Fair
- Corporate social responsibility

Assessment

A mark will be awarded for each part of the project (20% each) and 20% for an end of year examination.

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 Classical literature: Homer's *Odyssey*. Origins, characterisation, narrative features, main themes, roles of women, roles of gods, fate, ethics, civilization and barbarism, Homeric stylistic devices.

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 *The Odyssey*
- 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 and break times.

Textbooks

Homer's Odyssey; selected resources provided by the department.

Course modules are subject to change.

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:

- **Online safety:** personal data; how to stay in control; how to report a problem.
- **Programming in Scratch:** designing algorithms; using variables and selection statements to make a multi-level game.
- **Programming in Python:** The IDLE development environment; operations; data types; inputting data; using lists; using loops and repetition; understanding error messages.
- **Binary, bits and how computers handle data.**
- **Modelling:** investigations using spreadsheets; answering “what if...?” questions and using absolute cell references.
- **Website and app design:** structuring, refining and presenting information for a specific audience.
- **Information and the Internet:** reliability, validity and bias.
- **Case study:** managing a project.

By the end of the year pupils should have developed their ability to:

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

Textbooks

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

OPTION - DRAMA

Topics to be covered this year:

- Forum Theatre
- Forming a theatre company with a unique theatrical vision
- Theatre Practitioner studies
- “The Dome” - building a world week on week in order to explore character
- Improvisation and comedy
- Tackling a text - DNA.
- Creating an ensemble.
- Reviewing and analysing live theatre from a directors perspective and a designers perspective.

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 once a year.

OPTION - FILM STUDIES

Topics to be covered this year:

Term One: Reading Film

- Pupils learn the four concepts of cinematography, sound, mise-en-scene and editing, exploring and analysing how these components are used by filmmakers to communicate meaning to and manipulate audiences
- Pupils will analyse a range of iconic scenes from different genres, decades and countries

Term Two: Creating Film

- Pupils study short films, looking at narrative and creating tension
- Pupils will write a screenplay to an original short film
- Pupils will then plan, shoot and edit this short film

Term Three: Case Study

- A feature film will be studied in its entirety, with pupils analysing key scenes, character arcs, narrative structure, historical context and exploring themes and other issues

By the end of the year pupils should:

- be able to read film and demonstrate understanding of cinematography, sound, mise-en-scene and editing
- understand various concepts of film construction
- developed writing skills through written analysis
- have developed editing skills in Final Cut Pro X
- have developed screenwriting skills through the use of screenwriting software
- have developed videography skills

Assessment and Marking

Pupils will be assessed throughout the year. The first and third terms will feature timed examinations. In preparation for these examinations students will submit various written responses that will be marked with feedback and targets to work towards. The second term's short film will be marked and contributes to the final grade, mirroring the assessment structure of the GCSE course.

Trips

The case study film will be screened at the Olympic Cinema.

OPTION - FRENCH

Topics to be covered this year:

- Extra-curricular activities
- Describing friends and describing what you used to be like
- Birthday celebrations
- Clothes
- Pocket money and small jobs
- Jobs and future plans
- Musical tastes
- Discussing how things have changed, including comparing your primary and secondary schools
- Food and eating habits
- Animals and the natural world
- The environment and the use of plastic
- The French speaking world and some Francophone countries and artists

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 role-plays on the topics studied
- describe a picture and make a presentation on the topics studied
- ask and answer questions in different tenses 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, comparatives and superlatives, direct object pronouns, different forms of the negative as well as the four key tenses (present, future, perfect and imperfect 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

Dynamo 3 Rouge

OPTION - ITALIAN

Topics to be covered this year:

- Directions, places in town
- Shopping for food and other items
- Eating out
- Sports and leisure activities
- Cinema and theatre
- Music and musical instruments
- The weather / holidays
- Celebrations (Christmas, New Year, Easter, Carnival)

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 set 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 will take place during the academic year.

Textbook

Amici d'Italia 2

OPTION - LATIN

Topics to be covered this year:

Term One

- Revision of 12s work: 3rd declension nouns, verbs (including future and pluperfect)
- Study of new grammar and syntax, including: the participle; the passive indicative

Term Two

- Study of new grammar and syntax: the subjunctive imperfect and pluperfect; final and consecutive clauses; passives

Term Three

- Study of new grammar and syntax: 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 new vocabulary, including all principal parts

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: Magazine Covers

- Study of the codes and conventions of magazines of various genres
- Pupils will photograph a model and create their own magazine cover

Term Two: Film Promotion

- Pupils study how films are promoted through posters and trailers
- Pupils will plan, shoot and edit their own trailer to a fictional film

Term Three: Music Video

- Study of the conventions and modes of communication in different genres
- Pupils will plan, shoot and edit their own music video to an existing song

By the end of the year pupils should:

- understand the codes and conventions of various media forms and how they are used to communicate meaning to an audience
- have developed editing skills in Final Cut Pro X
- have developed editing skills in Adobe Photoshop
- have developed photography and videography skills

Assessment and Marking

Pupils will compile a portfolio of practical work from the three major tasks that they create during the year; each will have a weighting that contributes to their final grade. Each assessment will also include a written component. There is no end of year examination. Work will be marked throughout the year with feedback and targets provided to help pupils improve before each major project.

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:

- **Ensemble Performance:** Pupils will study Popular Music and the elements that make up a pop song such as melody, chords, bass line and rhythm. Pupils will work on a group performance of their chosen pop song as part of this unit.
- **Composition/Song Writing:** Following on from the previous topic, pupils will have the opportunity to compose their own piece of music in a popular style. Pupils 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 - PHYSICAL EDUCATION

Topics to be covered this year:

Term One

- Basic human anatomy and physiology, responses to exercise, fitness testing, methods of training, skill and health related components.

Term Two

- Warm up and cool downs, principles of fitness, sports injuries and treatment, sponsorship in sport, media and sport, design and conduct a personal exercise programme.

Term Three

- Drugs in sport, sponsorship in sport, media and sport, international sporting events and sport psychology.

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
- be able to 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
- have developed leadership and coaching skills
- 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
- 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 - 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, world issues
- Environmental issues and recycling
- Volunteering and fundraising
- Organising an exchange visit

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
- 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 environmental issues and recycling, 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 Red (second edition) Modules 1-5

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 £80.