



HARRODIAN

11S (YEAR 7)  
CURRICULUM HANDBOOK  
2023 - 2024

## 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 continue to enjoy the core curriculum subjects of Mathematics, English and Science. Other subjects continue to form the mainstream curriculum are French, Geography, History, Religious Studies, PE, Sport and PSHRE 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 (Years 7 & 8). The structure of the Option Blocks is set out in the table and explained below:

<b>Option Block A</b> (Pupils must choose either Spanish or Italian)		<b>Option Block B</b> (Pupils must choose either the <b>Latin</b> or <b>Non-Latin</b> Route)	
<b>2 lessons a week</b>		<b>Latin Route</b>	<b>Non-Latin Route</b>
Spanish		Latin (2 lessons a week)	
Italian		All pupils will study each of the subjects below for half the academic year.	All pupils study each of the subjects below for the full academic year.
		Drama	Drama
		Art	Art
		Music	Music
		Computing	Computing

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 a beginner set will not be offered in the 13s.

Pupils will need to decide whether they wish to continue studying Latin in the 11s and 12s (Years 7 and 8). This two-year course is an ideal foundation from which to pursue GCSE/A Level Latin in our Senior School. Latin is setted in the 11s and 12s, so all levels of ability are catered for (including beginners). In addition, pupils who elect to continue with Latin will study, in rotation, each of the following subject for half of the academic year - Art, Music, Drama and Computing

Those pupils who choose not to continue studying Latin will be taught Art, Music, Drama and Computing each week for a full academic year. Each of these four subjects will be taught as one stand-alone lesson per week.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to 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.

Parents will also be invited to attend two Parents' Evenings. During these evenings progress can be discussed with subject teachers and there will be a chance to meet the Form Teachers and Head of Year. Pupils will be formally assessed by end of unit or module tests together with formal end of year examinations. 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.

Mr D Sanders  
Head of Curriculum, Assessment and Monitoring (Upper)

## PERSONAL, SOCIAL, HEALTH AND RELATIONSHIPS EDUCATION

In the Upper Prep School, we teach Personal, Social, Health and Relationships Education as a whole-school approach to underpin children's development. The Jigsaw Programme offers a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) start at the beginning of the school year, change each half term and incorporate key developmental themes.

In order to embed a spiral approach to learning, Jigsaw is also used in the Pre-Prep and Lower Prep, resulting in children building on their prior knowledge in an age appropriate and relevant way. The content is pupil driven and is in line with the most recent national guidance from the DfE. The main aim of PSHRE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives. We include the statutory Relationships and Health Education within our whole-school PSHRE Programme.

In the Upper Prep, each year group is taught one lesson per week during form time, as well as ten drop-down sessions throughout the academic year. All lessons are delivered in an age and stage appropriate way so that they meet pupils' needs.

### **Topics Covered:**

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

- Being Me in My World - 'Who am I and how do I fit?'
- Celebrating Difference - respect for similarity and difference, anti-bullying and being unique
- Dreams and Goals - aspirations, how to achieve goals and understanding the emotions that go with this
- Healthy Me - being and keeping safe and healthy
- Relationships - building positive, healthy relationships
- Changing Me - coping positively with change

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

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- learn how to cope with feelings and change

We also arrange additional experiences to further support pupils' development from external companies, which include:

- Talks from a Police Schools' Liaison Officer
- Social Media and Online Safety workshops
- Age appropriate relationships and sex education workshops
- Residential and team-building trips
- Language and empowerment workshops with Sixth Formers

# ART

## **Latin Route**

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

Term 1 - Drawing and painting

Term 2 - Drawing and printmaking

### **Non-Latin Route Topics to be covered:**

Term 1 - Drawing and painting

Term 2 - Drawing and printmaking

Term 3 - Drawing ideas and designs before creating a sculpture

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

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

### **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.

# COMPUTING

## Latin Route

### Topics to be covered:

- **Ecommerce:** set up a website for a pizza restaurant. It will include an ordering system with formulas built in Google Sheets and an animation coded in Scratch.
- **Under the hood of a computer:** a brief history of Computing and a deeper dive into some of the components that make up a computer, such as the CPU
- **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

## Non-Latin Route

### Topics to be covered:

- **Ecommerce:** set up a website for a pizza restaurant. It will include an ordering system with formulas built in Google Sheets and an animation coded in Scratch.
- **Under the hood of a computer:** a brief history of Computing and a deeper dive into some of the components that make up a computer, such as the CPU
- **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
- **How the web works:** HTML and web page creation from the ground up. “Fake news”, trustworthiness and how search works.
- **Drawing and manipulating shapes:** write a program that creates an artwork, using procedures and iteration in Scratch
- **Programming a quiz** in Python

## 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 up to 2 formal tests during the year to assess knowledge of concepts and keywords: these will not be in the summer examination period.

## Resources

Books, links, tutorials, and other resources will be provided. A small amount of homework will require internet access.

# DRAMA

## **Latin Route**

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

- 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.

## **Non-Latin Route**

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

- Scripted work
- A radio play project
- Genres of theatre including Commedia and Greek 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
- have developed their understanding of the uses of Improvisation
- be aware of the use of status in Drama
- be aware of the components of characterisation in Drama
- be familiar with concept and uses of blocking and accepting
- have had the opportunity to perform scripted work

## **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.

# 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 in 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 drink)
- 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
- Phonics and phonemes

### 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
- pronounce correctly familiar and some unfamiliar words
- 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
- Cultural knowledge such as information about sport, some famous national events, famous people and places in French-speaking countries
- Phonics and phonemes

### **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
- pronounce correctly familiar and some unfamiliar words
- 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

- Fantastic Places
- Weather and Climate
- Climate Change
- Rocks and Landscapes

### Term Two

- Population Issues
- Rivers

### Term Three

- Rivers
- Plastic Oceans

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

- explore a variety of unique places around the world such as the Tasmanian totem pole
- 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
- describe and explain the issues caused by a growing population
- understand the causes and effects of plastics in our oceans and discuss the solutions
- continue to develop cartographic and graphical skills
- understand the rock cycle and how geology influences our landscapes

## 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 pupils' exercise books. On receipt of their books pupils must write out their targets 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*

*Progress in Geography*

*KS3 Geography: Heading Towards AQA GCSE*

# 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.

## 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

#### 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

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

- have a 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 knowledge of eruption of Mount Vesuvius and the last days of Pompeii

### 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.

## MATHEMATICS

### Topics to be covered this year:

- Numbers; 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)*

# MUSIC

An appreciation and enjoyment of music is encouraged through active and practical involvement in a variety of genres and styles via singing and performing, composing and listening. A wide variety of musical styles are covered, from medieval music through to reggae, and pupils are involved in different forms of music making, both individual and communal, helping to develop a sense of group identity and togetherness. Whilst music is creative, it is also a subject that challenges the mind through the understanding of music theory, something which underpins all learning throughout the 11s.

## **Latin Route Topics to be covered:**

- Elements of Music
- Samba Music
- Music and Art

## **Non-Latin Route Topics to be covered:**

- Elements of Music
- Samba Music
- Reggae Music
- Music and Art
- Composition

## **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 Music.

# RELIGIOUS STUDIES

## **Topic to be covered this year: Worldviews**

### **Enquiry 1: What does it mean to have a worldview?**

Pupils will have an opportunity to consider their own worldview and how it shapes their beliefs and behaviour.

### **Enquiry 2: How radical was Jesus?**

This unit enables pupils to learn in depth from different Christians about their view of Jesus and how people within a religion or world view understand and live out the teachings of Jesus in the world around them.

### **Enquiry 3: How does a Sikh worldview value equality and service?**

This unit explores Sikh beliefs and practice, focusing on the concepts of God, the Gurus, Values and the Panth.

### **Enquiry 4: Is death the end?**

This unit explores the impact of beliefs about life, death and beyond, examining key concepts from philosophy of religion and from particular religions and worldviews. Pupils will consider questions such as: does the soul live after the body dies? What evidence do Christians, Sikhs and Humanists (others may be included) offer in support of their beliefs about this life – and the next?

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

- have an understanding of how worldviews impact the way people live
- be able to understand and talk about how different interpretations of the figure of Jesus influences Christian practice
- have knowledge of the key beliefs and practices of the Sikh religion including its role and history in British society
- have had the opportunity to explore and discuss ideas around death and the afterlife

### **Trips**

A trip to a local Gurdwara will be organised.

### **Assessment and Marking**

Each unit is assessed using a variety of methods, including short answer tests, long form writing and artwork. 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 is no end of year examination.

### **Textbooks**

*None*

# SCIENCE

## Topics to be covered this year:

### Biology:

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

### Pupils 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

### Pupils 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. Pupils 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. Pupils 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. Pupils 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

### Pupils study:

- The motion of objects and how this can be represented graphically. Pupils 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. Pupils 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**

*Activate Science for AQA*

## OPTION - SPANISH

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

- Greetings and personal details
- Phonics and phonemes
- 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
- be able to pronounce correctly familiar and some unfamiliar words and be able to read aloud a passage on the topics studied
- 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

# SPORTS

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

### **Term One**

- Health Related Fitness
- Football, Netball, and variations of attacking and defending games i.e. Basketball, Handball, Dodgeball

### **Term Two**

- Health Related Fitness
- Rugby, Hockey and Football

### **Term Three**

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

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

- continue to develop their understanding of the rules necessary to perform effectively and know how to apply tactics in response to these rules
- continue to develop skilful attacking and team play developing fluency and timing and 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 with effective decision-making and communication
- enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- 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
- 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. There is a busy fixtures programme for all pupils, at a range of performance levels, which takes place during the week as well as at the weekends. Pupils are given access to and contacts for outside clubs.

## **Assessment and Marking**

Marks will be given for attainment and effort each term. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. Pupils are continually assessed in four strands of learning - Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; Evaluating and Improving Performance. There are celebration assemblies at the end of each term to award pupils for effort, enthusiasm, excellence, and improvement. Our Harrodian Sports values underpin some assessment decisions too.