



HARRODIAN

9S (YEAR 5)  
CURRICULUM HANDBOOK  
2024 - 2025

# INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 9s (Year 5 pupils) at Harrodian.

Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Humanities (combining Geography, History and Religious Studies)
- Latin
- Mathematics
- Music
- Science
- Sports

Pupils in the 9s will also have one timetabled form period each week taken by their Form Teacher. This lesson will be used for class administration and Personal, Social, Health and Economic Education (PSHE) and Citizenship.

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.

Homework in the 9s should take approximately 45 minutes per night. It may consist of 10 minutes' Mathematics plus 10 minutes' reading and spellings daily. There will also be the opportunity to undertake some independent research or project work, which may take a further 25 minutes, per night. This will be directed by the subject teacher. Homework will be written by the pupil, in their School Planner.

Pupils will be assessed using a range of methods. It may be an end of module test, a topic progress check or a spelling test, however, these assessments will be ongoing throughout the year. Written reports will be uploaded onto the Parent Portal and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers. There will also be the opportunity to meet Form Teachers, the Head of Year and Head of Lower Prep, if required.

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

Mr W Rodricks  
Head of Studies (Lower)

# ART AND DESIGN

## Topics to be covered during this year:

### Term One: Drawing and Mixed Media

- Pupils will explore the work of relevant artists describing the differences and similarities between different practices and disciplines and making links to their own work.
- Use of traditional media developing artwork from either primary or secondary source images, from man-made or natural forms.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### Term Two: Working in Three Dimensions

- Pupils will explore the work of a range of artists working in 3D and understand the historical and cultural development of their art forms.
- Develop techniques in form and space.

### Term Three: Drawing and Painting

- Exploring warm and cool colours and tone in drawings and paintings.
- Working from either secondary or primary source materials.
- Exploring drawing in line and tone shape and possible use of viewfinders to select areas.
- Exploring a range of marks such as stippling, cross-hatching and line.

## **By the end of the year, pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design:**

- Pupils will create sketchbooks to record their observations and use them to review and revisit ideas.
- Pupils will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Pupils will gain knowledge of great artists, architects and designers in history.

## **Assessment**

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

# COMPUTING

## Topics to be covered this year:

### Term One

- Online safety and internet search skills: “Welcome to the Web” challenge
- Spreadsheet: learn to use formulas to create a shopping budget
- Word Processing: use of more advanced formatting features to write a short article combining text and graphics on a page
- Some touch-typing practice

### Term Two

- Computational skills: use a simulated environment to practise sequencing instructions, for example, to program a machine to build a bridge
- Graphical modelling: create a “Wanted” poster using drawing objects. Experiment with fonts, fill colour, line colour, labelling, saving options and “Edit” menu shortcuts

### Term Three

- Coding skills: using block coding to create and debug a “screen saver” application, using if statements and loops in Scratch.
- Databases: an introduction to databases, including searching a criminal database to find culprits from given clues

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

- understand how to search effectively using advanced tools of a search engine
- use a spreadsheet to create a budget model
- use a range of word processing features to enhance the presentation of their work
- type with increased speed and accuracy
- code programs using conditional statements
- understand the difference between a paint package and an object based design package
- search a database using one or more criteria

### Homework

There is no formal homework for Computing. Guidance is given in the appropriate use of technology for completing homework in other subjects, for example researching a project or downloading material.

### Assessment and Marking

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

### Resources

Pupils will each have access to a computer. Links and tutorials will be available via Google Classroom.

# DRAMA

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

- Improvisation
- Storytelling
- Characterisation
- Writing and performing dramatic monologues
- Devised piece: Invisible Friends
- The Twits

## **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 aware of different areas of the body in a performance environment
- have been introduced to the concept of genre
- be able to develop story lines in groups
- have had the opportunity to develop a drama through theme
- be able to begin devising their own original pieces 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 full report once a year.

# ENGLISH

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

- Fiction genres: classic fiction, stories with suspense, stories from other cultures  
Comprehension and composition: narrative, poetry, persuasive letter writing, recounts, note taking and magazine articles
- Grammar and punctuation: complex sentences using commas and conjunctions, direct speech, nouns, pronouns, brackets, use of apostrophe for omission and possession
- Phonics, spellings and vocabulary: learning to spell in pluralisation, prefixes and suffixes, common letter strings, homophones, spelling patterns of consonants, unstressed vowels in polysyllabic words

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

- write using a variety of sentence types; single and multi-clause sentences using full stops, commas, question marks, exclamation marks, colons and inverted commas
- use well-chosen phrases and vocabulary to engage the reader
- use main features of text structure to plan and organise their writing
- suggest insights into character development through description, action and dialogue
- maintain consistent person and tense
- use the apostrophe for omission and possession
- edit work - enhancing, deleting and evaluating
- read a range of fiction and non-fiction with good comprehension, identifying, discussing and inferring meanings raised in the text
- attempt to spell unfamiliar words using a range of conventions and rules
- use a fluent, joined handwriting script

## **Trips**

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

## **Assessment and Marking**

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

## **Textbooks**

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

# FRENCH

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

- Sports: Project - Famous sportspeople or famous sport events in the French speaking world
- The weather
- House and home
- Classroom instructions, school subjects
- Clothes and colours: Project - Fashion in the French-speaking world
- Numbers and days of the week
- Food and drink: Project - The French pancake recipe
- Holiday destinations and means of transport: Project - A French-speaking country as a holiday destination

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

- use orally, pronounce correctly, recognise in the written form, understand and write key sounds, words and structures related to the topics covered
- describe their home
- express likes and dislikes and opinions with justification on topics such as sports
- talk about the weather and understand information on the topic
- take part in simple role plays on the topics studied
- ask and answer simple questions on topics such as school subjects
- sing along French songs and rhymes
- use basic grammar structures in order to build simple sentences
- have some knowledge of French grammar, specifically the use of gender and articles, plural of nouns, adjectival agreement, possessive adjectives, prepositions, negatives, key question words, the use of the present tense with common irregular and regular verbs (singular form)

## **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests focussing usually on one skill. Pupils may receive a grade or mark as well as feedback and targets.

# HUMANITIES

History, Geography and Religious Studies are combined in the 9s.

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

### **Term One: The Romans**

- The geography of the land around Rome
- The birth of Rome, life in Ancient Rome and the development of the Roman Empire
- Roman civilization
- Roman towns and settlements
- The Roman army
- The Roman invasion of Britain
- Roman religion
- The legacy of Rome

### **Term Two: Judaism**

- The beginning of Judaism; stories of Abraham, Isaac, Jacob, Joseph and Moses
- Jewish worship, the importance of the Torah, Bar/Bat Mitzvah and Passover
- Jewish food laws

### **Term Three: Map Reading / The River Thames**

- The geography and history of the local area, including a study of the River Thames

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

- have an understanding of the influence of the Roman Empire on the modern world, and Great Britain in particular
- have developed a range of mapping skills
- be able to describe the physical and human environment of the UK
- be able to describe the effects of water on landscapes and people, including the physical features of rivers
- understand the key beliefs of Judaism

### **Trips**

Visit to Verulamium in St Albans.

A trip to Wimbledon Synagogue.

A trip to Chiswick Pier run by Thames Explorer Trust.

A residential trip to Hooke Court, Dorset, for classes and workshops on Roman life.

### **Assessment and Marking**

Assessment is formative and ongoing, based on teacher judgment using a range of written work and pupil contribution to lessons, as well as written assessments.

Pupils will receive feedback and targets about how to improve the quality of their writing.

### **Resources**

A range of text books, pictures, maps, film clips and artefacts.



# LATIN

## Topics to be covered this year:

### Term One

- Meeting and greeting a Roman family; Roman food and dining
- Grammar: masculine and feminine names, nouns, adjectives
- Mythology: Perseus and Medusa, Daedalus and Icarus

### Term Two

- Life in Roman Britain; slaves; Roman schools
- Grammar: present tense verbs (the verbs '*laboro* - to work' and '*sum* - to be')
- Mythology: Pandora's Box, Echo and Narcissus

### Term Three

- A soldier's life; jewellery, clothes and cosmetics; Roman travel and shopping; the Roman army; baths
- Grammar: adverbs, commands
- Mythology: A traveller's tale; Actaeon and Diana; The story of the Trojan Horse; Odysseus and the Cyclops

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

- understand how masculine and feminine adjectives are used to describe nouns in Latin
- understand how the ending of a verb shows who is doing the action
- have learnt about many new aspects of Roman life and culture and how they have influenced ours
- be able to recognise Latin roots in the English language (and other European languages)
- be familiar with some of the most famous Greek and Roman myths/stories

### Trips

There will be a day trip to Verulamium in the Autumn Term together with the History department.

There will be a Mythology trip to the National Gallery in the Spring or Summer Term.

### Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for their next piece of work. These targets correspond to the list found in the front of pupils' exercise books. On receipt of their books, pupils must write out their targets in full. 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 and there will be end of module tests.

### Textbook

*Minimus*

# MATHEMATICS

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

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

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

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

### **Number and Place Value**

- read, write, order and compare numbers to 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
- solve number and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

### **Addition and Subtraction**

- add and subtract whole numbers with more than 4 digits, including using formal written methods
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

### **Multiplication and Division**

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two- digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders as fractions and decimals
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared and cubed
- solve problems involving multiplication and division including using knowledge of factors, multiples, squares and cubes
- solve problems involving multiplication and division, including scaling by simple

fractions and problems involving simple rates

### **Fractions, Decimals and Percentages**

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given number, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving numbers up to 3 decimal places
- use all four operations to solve problems involving measure using decimal notation, including scaling
- recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal

### **Measurement**

- convert between different units of metric measure; understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of shapes in centimetres and metres
- calculate and compare the area of rectangles, including using standard units, square centimetres and square metres and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation, including scaling

### **Properties of Shapes**

- identify 3D shapes, including cubes and other cuboids, from 2D representations
- know angles are measured in degrees - estimate and compare acute, obtuse and reflex angles
- draw given angles and measure them in degrees
- identify angles at a point and one whole turn, angles at a point on a straight line and half a turn, other multiples of 90 degrees
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles

### **Position and Direction**

- identify, describe and represent the position of a shape following a reflection or

translation, using the appropriate language, and know that the shape has not changed

### **Statistics**

- solve comparison, sum and different problems using the information presented in a line graph
- complete, read and interpret information tables, including timetables

### **Assessment and Marking**

Both written and verbal assessment are used throughout the year, providing pupils with immediate feedback as well as an opportunity to reflect upon their work in a deeper manner. End of topic tests are used in combination with ongoing teacher assessment to determine progress and attainment within each topic. A formal end of year assessment provides a summation of the year's work and offers year-on-year progress as well as end of year attainment.

# MUSIC

## Topics to be covered this year:

- **Singing and performing:** Pupils will learn a broad range of songs as a class. They will develop round singing into three parts. Pupils will learn to play melodies on keyboards and tuned percussion, following staff notation written on one stave. Pupils will start to explore how triads are formed and begin to perform simple chordal accompaniments to familiar songs.
- **Composing:** Pupils will compose a short ternary form piece in pairs. Pupils will develop improvisation skills, through playing over a drone and to a simple groove, developing a sense of melodic shape and character, using tuned percussion and keyboards. Pupils will use chords to compose music to evoke a specific atmosphere, mood or environment.
- **Listening:** Pupils will study pieces from a variety of styles including western classical music, film music, popular music and world music and explore the stories, origins, traditions, history and social context of the music they are listening to.

## By the end of the year pupils should:

- be able to sing with a sense of ensemble and performance, observing phrasing, accurate pitching and appropriate style
- show an understanding of triads and be able to play some simple chords on keyboards
- have gained confidence in performing with, and in front of, their peers
- have developed their score reading skills to include understanding simple rests and a pitch range of an octave
- have developed their knowledge of music from a variety of styles and understand some aspects of their traditions, history and social contexts

## Assessment and Marking

Practical and written work will be assessed through teacher feedback and peer assessment.

## Co-curricular Music

Pupils are encouraged to take part in the Lower School Choir (8s, 9s and 10s choir) which is run as a lunchtime club

Pupils playing drums, woodwind, brass or string instruments are encouraged to participate in one of the many school clubs.

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

In the Lower Prep, we teach Personal, Social, Health and Economic 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 Upper 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 PSHE 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 PSHE Programme.

### **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:

- Age appropriate relationships and sex education workshops
- Residential and team-building trips

# SCIENCE

## Topics to be covered this year:

### Term One

- Earth and space
- Properties and change of materials

### Term Two

- Forces
- Science Week

### Term Three

- Life cycles of plants and animals

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

- describe the movement of the Earth, and other planets, relative to the Sun in the Solar System
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- compare and group together everyday materials on the basis of their properties
- know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- explore separating materials through filtering, sieving and evaporating
- know reversible and irreversible changes
- describe the life process of reproduction in plants
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some animals
- describe the changes as humans develop to old age

## Assessment and Marking

Classwork and homework will be marked with comments and explanations to help pupils understand how to improve their work. Teaching staff are also available after school, to discuss pupils' work and give further help and guidance. Assessments and progress updates will take place on an ongoing and regular basis throughout the year.

## Textbook

*CGP - Key Stage Two Science*

The curriculum may change during the year due to the implementation of updated Science materials.

# SPORTS

## **PE and Sport lessons should aim to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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

### **Term One**

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

### **Term Two**

- Dance, Health Related Fitness and Gymnastics (GymRun)
- Hockey, Football, Rugby and Cross Country

### **Term Three**

- Swimming and Athletics
- Strike and Field/Net Games e.g. Cricket and 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 using 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.