



HARRODIAN

11S (YEAR 7)
CURRICULUM HANDBOOK
2025 - 2026

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: Geography, History, Religious Studies, Sport, Art and Design, Music, Drama, Computing and PSHE.

Pupils will also be required to choose 2 languages from the four on offer:

French
Spanish
Italian
Latin

Spanish and Italian are taught at beginner level to all 11s (Year 7). Latin is a two-year course, which is an ideal foundation from which to pursue GCSE/A Level Latin in our Senior School. If pupils have studied French or Latin in Year 6, they are encouraged to continue with one of them and will be placed in groups according to ability and prior study. Beginner classes are also offered in French and Latin.

In the Senior School, from the 13s (Year 9), pupils must pursue at least one of the modern foreign languages to GCSE.

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 ECONOMIC EDUCATION

In the Upper 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 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 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.

In the Upper Prep, each year group is taught one lesson per week during form time, as well as one timetabled lesson a fortnight 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

ART AND DESIGN

Art, craft and design embody some of the highest forms of human creativity. Art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will develop critical thinking and a deeper understanding of art and design. They will appreciate how art and design both reflect and shape history and contribute to culture, creativity and national identity.

The 11s curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Term 1: Drawing and Painting

- Build confidence and control with drawing tools.
- Use shading to add depth and texture. Explore proportion, scale and colour mixing.
- Study and apply artists' techniques, focusing on shape, line and colour.
- Develop observational drawings using line and tone.
- Creatively combine drawing, painting and traditional techniques.

Term 2: Mixed Media

- Create mixed media artwork inspired by studying and applying artists' techniques.
- Create layered, textured collages with mixed media, use pattern and texture to enhance designs.

Term 3: Drawing and Printing

- Refine drawing skills with a focus on detailed observation.
- Develop and apply printing techniques.
- Produce a final piece combining drawing and printing.
- Use printing methods to explore form and shape.
- Continuously adapt and refine work.

Critical Thinking and Reflection

- Develop the ability to discuss and evaluate their own work and that of others.
- Use appropriate artistic vocabulary when analysing works of art.
- Understand how historical and cultural influences shape different art forms.

Assessment and Attainment Targets

Assessment is carried out throughout the year according to the school guidelines and criteria. Both written and verbal assessment are used, providing pupils with immediate feedback, as well as an opportunity to reflect upon their work in a deeper manner.

By the end of 11s pupils should:

- Demonstrate increased confidence and proficiency in various artistic techniques.
- Show originality and creativity in their own work.
- Analyse and evaluate art using appropriate language.
- Understand and appreciate the work of artists, craft makers and designers.

The 11s curriculum provides a structured yet flexible framework to ensure a balanced and enriching art education, fostering creativity, skill development and an appreciation of artistic heritage.

Resources

Pupils will create a digital sketchbook using their iPad to record their observations and use them to review and revisit ideas.

COMPUTING

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

Grades are given for each piece of work, and feedback will focus on what was done well and targets for improvement. Grades for attainment and effort are published in line with school reporting policies. There will be 2 tests during the year to assess knowledge of concepts and keywords; there is no formal end-of-year examination.

Resources

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

DRAMA

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.

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.

OPTION - 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 sounds, words and structures related to the topics covered
- pronounce correctly familiar and some unfamiliar words
- transcribe words that they hear and some simple sentences
- 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 topics studied in the present and near future tenses
- express opinions on topics such as breakfast food
- ask and answer questions
- 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 infinite 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

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

Assessment and Marking

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

Textbook

Dynamo 1

GEOGRAPHY

Topics to be covered this year:

Term One

- Weather and Climate
- The Almighty Dollar

Term Two

- Rivers

Term Three

- Flooding
- Hot deserts

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

- recognise the difference between weather and climate
- explain the factors which affect the climate of the British Isles
- describe and explain river processes and landforms
- continue to develop cartographic and graphical skills
- investigate how a dollar moves around the world

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) 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.

Textbooks

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, 2nd 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 1st and 2nd 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 the 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

¹ 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. In the 11s confidence in the core skills of listening, composing, singing and performing is established. All topics covered are underpinned by developing pupil understanding of the elements of music. Pupils have a deeper understanding of topics covered when these are integrated with participation in the school's provision of co-curricular music which pupils are strongly encouraged to participate in. 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.

Topics to be covered:

1. Vocal Music
2. Exploring Rhythm I: Samba
3. Musical Textures

During the study of the above topics, pupils will develop their skills in the following areas:

- **Singing and performing:** Pupils will sing regularly from an extended repertoire with a sense of ensemble and performance. This will include focus on accurate pitching, good phrasing and dynamic contrasts. They will develop their skills in singing in harmony through two and three part songs. Pupils will expand the rhythmic scope of melodies on the keyboard, following staff notation written on one or two staves. They will develop their skills in playing with two hands.
- **Composing:** Pupils will study existing pieces of music and songs that use primary and secondary chords and then compose their own chord sequences. They will create melodies through vocal or instrumental improvisation, considering phrase structure, and harmonise these melodies using chords and appropriate cadences. Pupils will also learn to use sequencing programmes to support and enhance their composing work.
- **Listening:** Pupils will develop the technical ability to identify the use of musical elements in the music they study throughout the year. They will further develop their understanding of the meaning and purpose of music being listened to.

Assessment and Marking

9-1 grades will be given for understanding of musical terminology, musical and instrumental ability and number grades 1-5 given for effort and work ethic. These are reflected in reported grades. Practical and written work will be assessed through teacher feedback and peer assessment. There will be a general listening assessment at the end of the academic year based on each topic covered throughout 11s Music.

Co-curricular Music

Pupils are encouraged to participate in one of the many school clubs including the Training Choir, Auditioning Choir and Upper Prep Band Club.

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

RELIGIOUS STUDIES

Golden Thread: Exploring Worldviews

Topics to be covered this year:

In the 11s, pupils explore what it is to have a worldview and how to approach the study of the worldviews of others. The introductory unit focuses on Humanism, both as a way of engaging pupils with non-religious worldviews and as a way of allowing them to explore the harmony (or potential for conflict) between scientific and theological worldview perspectives. They then go on to explore the life of Jesus and how narratives surrounding this impacts Christian worldviews, before turning eastwards and asking how Sikhs value equality and service in their lives.

Enquiry 1: Humanist Worldviews: How do Humanists make sense of the world and find meaning in life?

In this theme, pupils contest and grapple with different ways of 'understanding the world'. Taking a humanist lens facilitates discussion of the opposition (or harmony?) of scientific and religious ways of understanding the world, while exploring how a humanist's answer to this question manifests in their beliefs and practices. Pupils can ultimately ask: how might my beliefs affect my thoughts, ideas and actions?

Enquiry 2: Christian Worldviews: What is the Big Story of Christianity?

In this unit, pupils gain a strong foundational knowledge of the 'Big Story' in Christianity. Beginning with the Book of Genesis, pupils explore creation and the Fall, before progressing to look at the first covenant and exile, prophecies and prophets, before finally exploring the incarnation, person, and eventual salvation of Jesus. There is a greater focus placed upon various theological ways of knowing, and the role of fact, belief and faith for Christians.

Enquiry 3: Sikh Worldviews: How do Sikhs value equality and service (*sewa*)?

This unit deals with, and goes beyond, discussion of the importance of 'sewa' (selfless service) and the 'langar' (community kitchen), providing pupils with a variety of other examples to use. Pupils also engage with the question of what it means to become a member of the Khalsa.

Trips

Trip to Central Gurdwara led by Mandip Singh Sohal

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

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:

Term 1

- Forces
- Particles and their behaviour
- Cells
- Elements, Atoms and Compounds

Term 2

- Sound
- Light
- Structure and function of body systems, including Reproduction
- Acids and Alkalis

Term 3

- Space
- End-of-year revision
- Scientific skills development

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

- ask scientific questions, plan investigations, work safely in the laboratory, and effectively record, present, analyse, and evaluate data
- describe and explain cell structures (including plant, animal, and specialised cells), observe cells, substance movement, and understand unicellular organisms. This will include levels of organisation, gas exchange, breathing, the skeletal system, and the mechanics of movement
- confidently investigate the physical and chemical properties of materials, including the particle model, states of matter, and the principles behind density and diffusion
- describe differences between elements, atoms, and compounds in the context of chemical reactions. These reactions will include oxidation, decomposition, conservation of mass, exothermic/endothermic reactions etc
- explain basic concepts of forces, drag forces, friction, balanced and unbalanced forces, sound waves, loudness, pitch, echoes, ultrasound, properties of light, reflection, refraction, the eye, colours, the night sky, the solar system, Earth, and the moon

Assessment and Marking

Written homework will be set and submitted via Google Classroom. It will be marked according to department guidelines and accompanied by appropriate verbal/written feedback to facilitate the pupil's reflective practice. Pupils' notes will be reviewed regularly to ensure good organisation is upheld. Regular synoptic summative tests will be set each half term and there will be a final end-of-year examination. A percentage score for academic attainment throughout most formative and summative assessments will be given.

Digital Textbook

Oxford Smart Activate 1 Student Book (OUP) via the Kerboodle learning platform. Link to book here: <https://global.oup.com/education/product/oxford-smart-activate-1-student-book-9781382021067/?region=uk>

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

iViva! 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.