



HARRODIAN

12S (YEAR 8)  
CURRICULUM HANDBOOK  
2025 - 2026

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 12s (Year 8 pupils) at Harroldian.

In the 12s 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 continue to study the 2 languages they chose in the 11s (Year 7) from the four on offer:

French
Spanish
Italian
Latin

In the Senior School, from the 13s (Year 9), pupils must pursue at least one of the modern foreign languages to GCSE. In addition, those wishing to continue to study Latin for GCSE must have studied it in the 11s and 12s.

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.

12s 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 are encouraged to read for 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)

# 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.

## **Key Aims:**

- Produce creative work, exploring ideas and recording experiences.
- Gain proficiency in drawing, painting, sculpture and other techniques.
- Analyse and evaluate work using art-specific language.
- Learn about influential artists and understand the historical and cultural context of art.

## **Term 1: Drawing and Painting**

- Build confidence with drawing tools and explore shading, proportion, scale and colour mixing.
- Study artists' techniques and create observational drawings using line and tone.
- Combine drawing, painting and traditional methods creatively.

## **Term 2: Drawing and Printing**

- Refine drawing skills with detailed observation.
- Develop and apply printing techniques.
- Produce a final piece combining drawing and printing, exploring form and shape.

## **Term 3: Three Dimensions**

- Create three-dimensional artwork inspired by artists' techniques.
- Experiment with modelling, construction and material manipulation.

## **Critical Thinking and Reflection**

- Discuss and evaluate own and others' work.
- Use artistic vocabulary to analyse art.
- Understand how cultural and historical influences shape art.

## **Assessment and Attainment Targets**

Continuous assessment through written and verbal feedback, allowing for reflection and improvement.

**By the end of 12s pupils should:**

- Demonstrate increased confidence and proficiency in various techniques.
- Show creativity and originality in their work.
- Analyse and evaluate art using appropriate language.
- Appreciate the work of artists and understand its cultural significance.

**Resources**

Pupils will use digital sketchbooks on iPads to document ideas, review observations and refine their work.

This curriculum provides a balanced approach, fostering creativity, skill development and an appreciation for artistic heritage.

# COMPUTING

## Topics to be covered this year:

- **Using Python with Turtle module:** to introduce using loops with coordinates and random numbers
- **Binary:** character encoding and converting from binary to decimal
- **Networks including the Internet:** understanding the benefits of connecting computers in networks and the hardware required to implement networks. Make a video with images and sound recordings to show findings.
- **Building a “chatbot” in Python,** using lists, comparison operators and random choices, attempting to make a computer appear intelligent by holding a conversation with a human.
- **Spreadsheets:** understanding data validation and the RANK function, including absolute cell referencing.
- **Databases** and using SQL to search for required data

## 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 up to two 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 this year:**

- Tackling Shakespeare
- Theatrical genres
- Mime and physical comedy
- Characterisation through improvisation
- Script work
- Script writing and devising theatre
- Stage combat

## **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**

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups.

# ENGLISH

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

- Study of a classic text
- Shakespeare play
- Public Speaking competition
- Conflict poetry
- Short stories
- Comprehension skills
- Creative writing
- Transactional writing

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

- read and comprehend a variety of texts
- 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, apostrophes, commas and speech marks correctly at all times; use colons and semi-colons accurately most of the time
- be an active participant in class, group or pair discussion, showing sensitivity to other opinions; 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.

## **Textbooks**

In order to facilitate the close study and annotation of the set novels, pupils must purchase the texts through the school. A variety of textbooks and resources are used in class throughout the year. 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

## Topics to be covered and consolidated this year:

- Talking about school holidays and past holidays (duration, destination, transport, activities, problems)
- Visiting a theme park
- Festivals, celebrations and special days
- Food at the market and special dishes
- Talking about a future trip
- Digital technology and TV programmes
- Going to the cinema
- Leisure activities and shopping
- Where you live
- The weather
- Helping at home
- Daily routine
- Phonics and phonemes

## By the end of the year pupils should:

- be able to use orally and pronounce correctly, recognise in the written form, understand and write key sounds, words, structures and sentences related to the topics covered
- be able to read aloud and transcribe short passages including familiar and some unfamiliar words
- be able to use different tenses (past, present, future) in a variety of contexts
- be able to express opinions on issues discussed in class, such as special days and holidays
- be able to interact adequately in various situations, in role-play situations such as at the cinema or at the market
- be able to ask, understand and answer questions on the topics studied
- be able to understand and apply a variety of grammar points such as the present, perfect and near future tenses of some regular and irregular verbs, the negatives, adjectival agreements, partitive articles, question words and asking questions and possessive adjectives

## Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests and end of unit tests focussing on the three or four main skills. Pupils will also sit a final assessment in the four skills during the Summer Term. Pupils will receive a grade or a mark as well as a target.

## Textbooks

*Dynano 2 Red or Green*

# GEOGRAPHY

## Topics to be covered this year:

### Term One

- Tectonic processes
- Fast Fashion

### Term Two

- Africa
- Antarctica

### Term Three

- Coasts

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

- describe and explain the location of earthquakes and volcanoes
- give examples of volcanic eruptions and earthquakes
- understand the importance of Africa as a world region
- describe and explain the different biomes in Africa
- understand some of the issues facing parts of Africa such as poaching, climate change and coltan mining
- investigate the geography of Antarctica
- describe and explain coastal processes and landforms
- continue to develop cartographic and graphical skills
- describe and explain the issues of Fast Fashion

### Trips

There will be a trip to the Natural History and Science Museums to support the units of work on rocks and landscapes and tectonic processes as well as 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 and end of unit tests.

### Textbooks

*Geog. series of textbooks*

*Progress in Geography*

*KS3 Geography: Heading Towards AQA GCSE*

# HISTORY

## Topics:

### **The Industrial Revolution**

- How did Britain change between 1750 and 1900?
- How did the Industrial Revolution affect life in Britain?
- How did life change during the reign of Victoria?

### **The British Empire and Slavery**

- Which countries made up the empire and how did Britain conquer them?
- Was the British Empire a good thing?
- Why did the British need slaves?
- What was life like for slaves and why was slavery abolished?
- How have Black people in the USA lived since the abolition of slavery?

### **The French Revolution**

- Why was there a revolution in France in 1789?
- What was the impact of the revolution on France and Europe?

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

- have an understanding of the importance of the Industrial Revolution and the British Empire, and the French revolution
- 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**

*Industry, Invention and Empire* by Aaron Wilkes

## OPTION - ITALIAN

### Topics to be covered this year:

- Daily routine
- Talking about family
- Asking for and telling the time
- Describing a house, rooms and furniture
- Talking about jobs, work activities and places of work
- Shopping for clothes and giving opinions about them
- Holidays, means of transport and accommodation

### 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
- talk about family, holidays and shopping
- express opinions and likes and dislikes about topics such as clothes, food, holidays etc.
- take part in role plays about shopping and ordering food and drinks
- have a sound knowledge of grammar points, specifically the present tense of regular and common irregular verbs; the present tense of modal and reflexive verbs, the present continuous, the future tense, the perfect tense with avere; comparatives and superlatives; prepositions

### Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests usually focusing on one skill only. At the end of each module, a more thorough assessment will be 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 5-9)*

# OPTION - LATIN

## Topics to be covered this year:

### Term One

- Syntax and grammar: revision of 11s syllabus, introduction to new syntax and grammar topics including 3rd declension nouns, the irregular verbs *sum* and *possum*

### Term Two

- Syntax and grammar: continued study of new syntax and grammar topics including pronouns, comparison of adjectives, future and pluperfect tense of verbs

### Term Three

- Syntax and grammar: further study of new grammar and syntax topics; revision of grammar and syntax studied throughout the year

## By the end of the year pupils should:

- have a strong command of new syntax and grammar topics studied
- be able to manipulate simple sentences into Latin
- have a strong command of all new vocabulary

## Assessment and Marking

Pupils will be frequently tested on vocabulary, grammar and translation.

Pupils will sit an examination at the end of the year. Pupils' work will be marked according to department guidelines. Teaching staff will be available at the end of lessons, break times and during the weekly departmental drop-in session.

## Textbooks

*So You Really Want To Learn Latin 1 and 2, Who said Latin's dead level 1 and 2* workbooks, ISEB Grammar and Exercise Books, other departmental resources.

# 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 classical music through to jazz and world music genres.

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

1. Blues Music
2. Film Music I
3. Exploring Rhythm II: Bossa Nova

**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 develop, refine and present their compositions.
- **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 12s 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.

# 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:** integers and decimals; multiples and factors; prime numbers; LCM and HCF; squares and cubes; square root; cube roots.
- **Measures, perimeter and area:** metric and imperial measurements; perimeter and area of a rectangle; area of a triangle; area of a parallelogram and a trapezium.
- **Expressions and formulae:** simplifying and substituting; indices; like terms; expanding brackets; substitution into formulae; writing a formula.
- **Fractions, decimals and percentages:** ordering decimals; fractions and decimals; adding and subtracting fractions; fractions of a quantity; percentages of amounts; fractions, decimals and percentages.
- **Angles:** properties of a triangle; angles in parallel lines; properties of a quadrilateral; properties of a polygon; congruent shapes.
- **Graphs:** drawing straight-line graphs; equation of a straight line; real-life graphs; time series graphs.
- **Mental calculations:** rounding; mental addition and subtraction; multiplying and dividing by powers of 10; mental multiplication and division; mental addition and subtraction problems; mental multiplication and division problems.
- **Collecting and representing data:** collecting data; pie charts; bar charts and frequency diagrams; averages; averages from frequency tables; scatter graphs and correlation; stem-and-leaf diagrams.
- **Transformations:** transformations; combinations of transformations; symmetry; enlargements.
- **Equations:** solving one-step equations; solving multi-step equations; equations with brackets; real-life equations.
- **Written and calculator methods:** written addition and subtraction; written methods of multiplication; written methods of division; order of operations; addition and subtraction problems; multiplication and division problems; calculation methods.
- **Constructions and Pythagoras:** constructing triangles; bisectors; constructing perpendiculars; loci; scale drawings; bearings.
- **Sequences:** term-to-term rules; position-to-term rules; sequences in context; geometric sequences.
- **3-D shapes:** 3-D shapes; plans and elevations; surface area of a cuboid; volume of a cuboid; prisms.
- **Ratio and proportion:** ratio; division in a given ratio; direct proportion; ratio and proportion; percentage increase and decrease; comparing proportions.
- **Probability:** listing outcomes; probability; experimental probability; theoretical and 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 2b and 2c)*

# 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

# RELIGIOUS STUDIES

## Golden Thread: The Role of Religion in the World/ Deciding How to Live

### Topics to be covered this year:

In the 12s, pupils explore the role of religion in the world alongside wider ethical questions regarding how to live. They begin by looking at secular ethics and questioning whether morality can function without religion, before taking a robustly philosophical lens to consider various moral dilemmas and modes of resolving or responding to them. Pupils are then introduced to Buddhism (a dharmic religion nonetheless characterised as both a philosophy and way of life) to consider and critique Buddhist answers to some of life's most pertinent questions.

### Enquiry 1: How can we understand morality without religion?

Serving as an introductory unit to key normative ethical theories, including consequentialism, deontological and virtue ethics approaches, pupils adopt both a philosophical and sociological lens to consider whether questions of morality remain comprehensible in a society which adopts a secular/atheistic worldview.

### Enquiry 2: Are we morally responsible for our actions?

This unit harnesses philosophical and sociological thought experiments such as the Ship of Theseus and Milgram experiments to explore questions surrounding moral responsibility, introducing the free will vs. determinism debate and inviting pupils to grapple with the necessary and sufficient conditions of moral responsibility, blame and just desert.

### Enquiry 3: Is peace possible?

The unit aims to offer pupils an exploration into various religious beliefs regarding peace and conflict, as well as a way of engaging sensitively with their significance and influence upon both historic and contemporary warfare. Pupils are invited to reflect upon the questions that have concerned humans and societies for centuries from multiple religious perspectives - (What, if anything, makes a conflict justified? Is peace a meaningful aim when ideologies are divided?) - with a view to being able to ultimately come to their own understanding on these questions.

### Trips

Trip to Quaker Meeting House in London

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

- be aware of key discussions and perspectives in the field of ethics and philosophy
- be able to discuss and evaluate different views on religion's impact on peace and conflict both internationally and within the UK

### 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

- Magnetism
- Energy
- Biological processes
- Health and lifestyle
- The Periodic Table
- Metals and other materials

### Term 2

- Pressure and moments
- Inheritance
- The Earth

### Term 3

- Inquiry-based learning
- End-of-year revision
- GCSE transition

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

- explore the key ideas behind health and lifestyle, including understanding nutrients, performing food tests and explaining the effects of drugs, alcohol, and smoking
- describe the leaf structure and understand biological processes such as photosynthesis in plants, the digestive system and aerobic and anaerobic respiration
- explain inheritance by understanding variation, selective breeding, cloning, natural selection, evolution, extinction, disease, and the principles behind vaccines and immunisation
- investigate the properties of materials using groups and periods within the periodic table
- apply separation techniques such as filtration, evaporation, distillation, and chromatography, and understand concepts related to pure substances, mixtures, solutions, solubility, and the properties and reactions of metals, acids, ceramics, polymers, and composites in Chemistry
- understand concepts in Physics including magnetism (magnets, and electromagnets), energy (sources, transfer, power, and temperature), and moments and pressure including turning moments

### 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 2 Student Book (OUP) via the Kerboodle learning platform. Link to book here: <https://global.oup.com/education/product/oxford-smart-activate-2-student-book-9781382021074/?region=uk>*

## OPTION - SPANISH

### Topics to be covered this year:

- Daily routine
- Phonics and phonemes
- Transport
- Directions and places in town
- Local area and types of towns
- Organising to go out and making excuses
- Meal times, food and drink
- At the restaurant
- Clothes and shopping
- Spanish festivals and celebrations
- Holiday activities and destinations
- Discussing cinema, concerts, events
- TV programs, technology and music

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

- use orally, 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
- describe pictures and make short presentations on the topics covered
- talk about and ask questions about one's family using adjectives and comparatives
- translate paragraphs from English into Spanish
- express opinions of likes and dislikes on topics such as food and drink and leisure activities
- take part in role plays, giving and asking for directions, organising to go out with a friend and ordering food in a café
- have a sound knowledge of basic grammar points specifically the present, preterite and future tenses, adjectival agreement, question words and demonstrative pronouns

### Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests usually focusing on one skill only. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Pupils will sit end of module tests assessing different skills, as well as an end of year examination.

### Textbook

*iViva! Book 2 (second edition) (Modules 1-5)*

# 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

## Term One

- Invasion Games - Football, Netball, Cross Country
- Health Related Fitness

## Term Two

- Invasion Games - Rugby, Hockey, Rugby, Football
- Health Related Fitness and GymRun
- Cross Country

## Term Three

- Swimming (clubs and competitive galas) and Athletics

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

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

## Extra-Curricular Activities

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week. 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; and Evaluating and Improving Performance. There are celebration assemblies at the end of each term to award pupils for effort, enthusiasm, excellence, and improvement. Our Harroidian Sports values underpin all assessment decisions.