



HARRODIAN

13S (YEAR 9)  
CURRICULUM HANDBOOK  
2025 - 2026

## INTRODUCTION

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

<b>Option A</b>	<b>Block B</b>	<b>Block C</b>	<b>Block D</b>
French	Art and Design	Art and Design	Art and Design
Spanish	Business	Business	Business
Italian	Computing	Computing	Media studies
	Film Studies	Sport Science	Sport Science
	Drama	Drama	Drama
	French (2 lessons)	Latin	French (2 lessons)
	3D Design	Music	3D Design
		Classical Civilisation	
		Media Studies	

If a pupil wishes to study two languages, either Spanish or Italian alongside French, they must choose either Spanish or Italian from Block A and French from Blocks B and D. French, unlike all other options, requires two lessons per week rather than one. This leaves a choice of only one other option from Block C. Pupils who do not wish to choose a second Modern Foreign Language choose three options.

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

Apart from Latin it is not a requirement that pupils should study any of the remaining options to pursue them at GCSE level. These single lessons are designed to give pupils a year's taster course ahead of GCSE and in the case of Art and Design, Drama, Music and Computing, build on key skills taught in the 11s and 12s.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

Pupils in the 13s can expect to receive approximately two to three pieces of homework each night, which should take 40 minutes each. A homework timetable will be issued to each pupil at the beginning of the Autumn Term.

Pupils will be formally assessed by end of unit or module tests and end of year examinations in June. Written reports will be uploaded onto the Parent Portal during the academic year. Parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers and there will be a chance to meet Form Teachers and the Head of Year.

Should you require any further information, please contact the relevant Head of Department or me for assistance.

Mr D Sanders

Head of Curriculum, Assessment and Monitoring (Upper)

# ART AND DESIGN

The 13s Art and Design curriculum inspires pupils to explore, experiment and create, helping them develop both their technical skills and creative ideas. Through hands-on practice and critical analysis, pupils will deepen their understanding of art, design and their cultural significance. They will also explore how art reflects and shapes history and contributes to identity.

## **Key Aims:**

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

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

- Develop confidence with drawing tools, exploring shading, proportion, scale and colour mixing.
- Apply artists' techniques in line, shape and colour and produce detailed observational drawings.
- Combine drawing, painting and traditional methods creatively.

## **Term 2: Three-Dimensional Art**

- Create three-dimensional artwork using modelling and construction techniques.
- Experiment with material manipulation, including fixing and joining.

## **Term 3: Drawing and Printing**

- Refine observational drawing skills and apply printing techniques.
- Combine drawing and printing to create final pieces, exploring form and shape.

## **Critical Thinking and Reflection**

- Discuss and evaluate own and others' work.
- Use appropriate artistic vocabulary for analysis.
- Understand how cultural and historical contexts shape different art forms.

## **Assessment and Attainment Targets**

- Continuous assessment through both written and verbal feedback, pupils reflect on and improve their work.
- Pupils will progress towards the four GCSE assessment strands by the end of the year.

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

- Show increased confidence and proficiency in various artistic techniques.
- Demonstrate originality and creativity in their work.
- Critically evaluate and analyse art using appropriate terminology.
- Appreciate the work of artists, craft makers and designers and understand their cultural significance.

**Resources**

Pupils will use digital sketchbooks on iPads to document ideas, observe and revisit their work.

This curriculum offers a balanced approach to creativity, skill development and artistic appreciation, preparing pupils for further study or artistic endeavours.

# BIOLOGY

**Topics to be covered this year: GCSE Biology 4.1 and 4.2:**

## **Term One**

- Cell structure
- Cell division by mitosis
- Transport of substances across cell membranes

## **Term Two**

- Organisational hierarchy within Biology (cells, tissues, organs, systems)
- Digestive system and enzymes
- The heart and circulatory system
- Plant circulation

## **Term Three**

- Lifestyle related diseases
- Revision

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

- complete the required practicals that accompany each topic
- develop good skills, including safe dissection techniques, accurate drawings of specimens and competent use of laboratory equipment
- improve on examination technique through regular self-evaluation
- form links between the topics covered and understand the interdependence of all biological systems, and the relevance of the basic principles to each system

## **Assessment and Marking**

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help pupils understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination.

## **Textbook**

*AQA Science: GCSE Biology* (OUP) via the Kerboodle learning platform.

# CHEMISTRY

**Topics to be covered this year: GCSE Chemistry topics 1 to 3:**

## **Term One**

- Mixtures and Separation Techniques
- Atomic Structure and The Periodic Table

## **Term Two**

- Bonding, structure, and the properties of matter
- Chemical Changes

## **Term Three**

- Acids, Alkalis and Neutralisation
- End of year revision

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

- understand that atoms and elements are the building blocks of Chemistry; atoms contain protons, neutrons and electrons; when elements react they produce compounds
- describe the electron arrangement of the first 20 elements and their arrangement in the periodic table
- understand how atomic structure is related to the position in the periodic table
- be able to write chemical formulae and balanced chemical equations
- understand and explain the trends in reactivity for groups in the periodic table and for metals in general
- be able to use the pH scale and recall the ions responsible for acidity and alkalinity

## **Assessment and Marking**

Homework and other formative work will be marked according to department guidelines and accompanied by comments or explanations to help pupils improve their understanding. Folders will also be checked regularly to ensure the work is in order. There will be regular end-of-topic and synoptic tests combining multiple topic areas to ensure knowledge is deeply embedded, plus an end of year examination. GCSE grades will be reported 1 - 9, alongside a progress and attitude to learning score throughout the course to indicate growth against individual pupil targets.

## **Textbook**

*AQA Science: GCSE Chemistry (OUP)* via the Kerboodle learning platform.

## CITIZENSHIP

**During Key Stage 3** pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They will learn about fairness, social justice, respect for democracy and diversity at school, locally, nationally and on a global level, and through taking part responsibly in community activities.

*One 55 minute lesson per week with the Citizenship Coordinator.*

### **Term One and Term Two**

- **Philanthropy:** The Harrodian Youth Philanthropy Initiative (HYPI) is a scheme, unique to the school, that gets Harrodian pupils involved in their local communities. It serves to highlight the various social issues that affect people living in London and the work of the charities that help them. Above all, it encourages our pupils to step beyond simply donating money and to get alongside these local charities; visiting them, interviewing them and working to publicise and support their cause. Pupils work in groups of 4-5. They will research and select their own local grass roots charity relating to the social issue they have selected. They then plan and carry out their own visit, compiling and delivering a presentation to the class and a panel of teachers. Finally, the best group from each class goes head to head in a high profile final which the 12s attend. The winning group will win £3,000 for the charity they have represented. This money is raised by the pupils throughout the first two terms of the year.

### **Term Two also**

- **Start of Harrodian “Futures” Career education:** information, advice and guidance. Focus on identifying their academic strengths and interests, whilst researching potential career directions in order to make informed choices about their GCSE options subjects. Psychometric testing using Morrisby’s ‘Aspirations’ online career resources is carried out and one-on-one career development sessions will be available.

### **Term Three**

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

### **Term One to Three**

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



# ENGLISH

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

- Modern novel and drama
- Public speaking competition
- Poetry - writing and analysis
- Non-fiction and media texts
- Shakespeare
- Description and creative writing

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

- read and comprehend a variety of texts, including: novels, short stories, poetry and non-fiction
- identify and explain the significance of writing techniques and rhetorical devices in texts
- use evidence from texts to explain points in extended answers and essays
- plan, write, edit and redraft a variety of text types, using a style that is appropriate to purpose and audience: poetry, short stories, a formal speech, essays and answers to comprehension questions
- spell all high-frequency words correctly and use spelling strategies to meet personal spelling challenges
- use capital letters, full stops, question marks or exclamation marks, apostrophes, commas and speech marks correctly at all times; use colons and semi-colons accurately most of the time
- be an active participant in class, group or pair discussion, showing sensitivity to others' opinions and supporting their own ideas with evidence

## **Trips**

The English Department aims to arrange one theatre trip for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar. Occasionally, theatre companies, cultural artists and authors are invited to give workshops at school.

## **Assessment and Marking:**

Pupils' work will be marked at regular intervals. Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment and detailed teacher marking. At regular intervals pupils will be required to produce extended writing and reading tasks that will be assessed formally. They will also sit end of year examinations.

## **Textbooks**

A variety of textbooks and resources are used in class throughout the year. In order to facilitate the close study and annotation of the set novels and plays, pupils must purchase the texts through the school. Literacy textbooks may be sent home on occasion, but they belong to the school and pupils must return them. Dictionaries and thesauruses are available in all classrooms.

# GEOGRAPHY

## Topics to be covered this year:

### Term One

- World Issues

### Term Two

- World Issues
- The Living World

### Term Three

- The Living World
- Fieldwork

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

- understand contemporary world issues such as social inequality, disease and sustainable cities
- understand the threats to ocean resources
- understand that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components
- describe the characteristics of cold environments
- understand the value of cold environments and why these fragile environments should be protected
- understand the issues of migration and refugees
- use a variety of graphing techniques, analyse graphs and draw conclusions from them

### Trips

There will be a trip to London Zoo to support the Living World unit 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 and end of unit tests.

### Textbooks

*Oxford GCSE Geography textbook*

*Progress in Geography*

*KS3 Geography: Heading Towards AQA GCSE*

# HISTORY

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

### **The Twentieth Century**

The Causes and Impact of the Two World Wars

The Holocaust

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

The Origins of the Cold War

### **What will pupils have achieved by the end of the year?**

The 20th century topic will give pupils an understanding of the international situation we are now in, as well as knowledge of different political views. Pupils will also develop skills in essay writing, source analysis and debating. These skills will be good preparation for the GCSE course.

### **Assessment and Marking**

Books will be marked at least once a fortnight and pupils will receive either a written comment and target or, for more substantial assessments, a letter grade for attainment and a number grade for effort. There will be formal assessments based on essay writing and source analysis. Regular factual tests will be marked numerically. Pupils will sit an internally set examination in the summer.

### **Textbook**

There is no standard text book for pupils in the 13s, however they will be issued with photocopied information sheets.

# MATHEMATICS

## Topics to be covered this year:

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

## Assessment and Marking

Marking is in accordance with departmental guidelines. Teaching staff are also available to help at break times and daily at lunchtime, by appointment. Formal assessments will take place at the end of each term.

## Textbook

*MyMaths for KS3 (books 3b and 3c)*

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

The aim of PSHE is to give pupils a better understanding of themselves, their environment and their society, and how these interact. Pupils will be encouraged, through modules designed for their age and stage, to consider the choices they face in life and to build resilience and coping strategies for the modern world.

PSHE has been a long-standing priority at Harrodian but is now (since 2021) a mandatory aspect of schools' curricula. Our PSHE programme incorporates a dedicated half term of Relationships and Sex Education (RSE), the teaching of which is also compulsory in British schools.

One 25-minute form time per week is devoted to PSHE or Current Affairs (in which PSHE issues and British values are linked to current stories and debates in the news) in the Senior School.

From 2021-22, there has also been an accompanying programme of 8-9 periods across the school year where all Seniors pupils are taken off timetable for more in-depth PSHE sessions. These may include presentations from visiting speakers, group workshops or lessons led by form tutors.

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

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

Half Term 1 - Good Mental Health

Half Term 2 - Drugs and Alcohol Education

Half Term 3 - Relationships and Sex Education (RSE)

Half Term 4 - Equality, Diversity and Inclusion

Half Term 5 – Practical PSHE

Half Term 6 – How to Learn (exams)

# PHYSICS

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

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

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

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

## **Assessment and Marking**

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help pupils understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination.

## **Textbook**

*AQA Science: GCSE Physics*, (OUP) via the Kerboodle learning platform

# RELIGIOUS STUDIES

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

In the 13s we begin with the unit 'What difference does it make to believe in...?'

In the second term we start the GCSE course, following the AQA Religious Studies A (8062) specification, covering the theme 'Religion and Life'.

### **Enquiry 1: What difference does it make to believe in...?**

This unit enables pupils to learn in depth from some key concepts in different religions such as impermanence and anatta, messiah and atonement, chosen people, ijtihad and submission, Naam Simran and sewa. Pupils then explore what difference believing in these would/could or should make to a person's life.

### **Enquiry 2: Can ending another's life ever be morally acceptable?**

- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.

### **Enquiry 3: How should we treat animals and the environment?**

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

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

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

## **Assessment and Marking**

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

## **Textbook**

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

# SPORTS

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

### **Term One**

- Health Related Fitness (fitness training methods and the development of the 5 S's Strength, Speed, Stamina, Suppleness and Skill)
- Football, Netball, Handball

### **Term Two**

- Health Related Fitness (fitness training methods and the development of the 5 S's Strength, Speed, Stamina, Suppleness and Skill)
- Rugby, Hockey, Lacrosse, Touch Rugby, Basketball

### **Term Three**

- Athletics and strike and field/net games e.g. Cricket, Tennis

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

- continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- continue to develop skilful attacking and team play, developing fluency and timing
- consolidate on how to work well as a team when attacking and defending and the changeover between the two
- think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- develop skills during extra-curricular activities as academic pressure results in less sport contact time
- develop knowledge and understanding of different training methods and activities to allow them to continue healthy active lifestyles.
- develop technique and fitness to increase performance levels in a range of athletics disciplines

### **Extra-Curricular Activities**

There are competitive inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week. For 1st team players training is compulsory at lunchtime clubs.

### **Assessment and Marking**

Marks will be given for both attainment and effort. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. Pupils are continually assessed and given 2 marks, one for attainment A-D and one for effort between 1-4.



## OPTION – BUSINESS, ECONOMICS AND ENTERPRISE

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

As the number of small businesses increases daily in the UK, the 13s course opens pupils' eyes to the world of business, using an interactive programme. The overall objective of the course is to enhance their understanding of the business world, through setting separate tasks that focus on: Enterprise, Marketing and Communications, Economics and 'setting up your own business and producing a business plan'.

### **Term One:**

- Enterprise project
- Web building project

### **Term Two:**

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

### **Term Three:**

- Feedback on Enterprise Fair
- Corporate social responsibility

### **Assessment**

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

### **Textbooks**

None specified, although we have a variety of books the pupils can use to support their learning, as well as current media platforms.

## OPTION - CLASSICAL CIVILISATION

### Topics to be covered this year:

#### Term One

- Case Study: Sparta and The Spartan System. Early history, Lycurgus the Law Giver, Spartiates, Perioeci and Helots, The Agoge, roles of women, military methods, The Battle of Thermopylae, the structure of government, relationships with the rest of Greece, the legacy of Sparta.

#### Term Two

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

#### Term Three

- Introduction to Ancient History: The Roman Empire. Early Roman history, the Romans in Britain, barbarism and Celtic Britons, Boudicca's rebellion, the siege of Jerusalem, the siege of Masada. Sources from Tacitus and Josephus.

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

- be familiar with the aims and practices of the Spartan System and be able to judge its failures and successes
- be familiar with the characterisation and main themes of The Odyssey
- be familiar with the events as described by Tacitus and Josephus and understand the construct of the barbarian as viewed through Roman eyes

### Assessment and Marking

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons and break times.

### Textbooks

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

Course modules are subject to change.

## OPTION – COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of computer science and are responsible, competent, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

### Topics to be covered this year:

- **Programming in Python:** taking input from a user; mathematical operations; data types; inputting data; using variables and lists; using selection statements and loops; understanding error messages
- **Binary, bits and how computers handle data:** converting between number bases; image, sound and text representation; data compression
- **Modelling:** investigations using spreadsheets; answering “what if...?” questions and using absolute cell references
- **Website and app design:** structuring, refining and presenting information for a specific audience
- **Information and the internet:** reliability, validity and bias

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

- analyse problems in computational terms and write computer programs in order to solve problems
- use programming techniques such as iteration, procedures, selection, variables and lists
- research websites effectively, evaluating the data for bias and validity, and present findings using appropriate software
- understand what a computer is made up of and the part each component plays
- understand how the web works: how searches work and how to evaluate the reliability of results
- make responsible choices when using information and communication technology, considering digital footprint

### Assessment and Marking

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 an end-of-year exam.

### Textbooks

Literature and workbooks which pupils require will be provided. Many links and tutorials will be available via Google Classroom.

## OPTION - DRAMA

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

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

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

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- be familiar with the concept of narrative skills
- begin to be able to use narrative skills in performance
- be able to work comfortably off and on script
- be capable of devising a polished piece of Drama
- be aware of the dramatic potential of different stimuli
- have had the opportunity to work with Shakespearean verse
- have developed an appreciation for technical theatre and scenographical elements

### **Trips**

There will be the opportunity for pupils to attend a theatre trip during the year.

### **Assessment and Marking**

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups. A summative grade for attainment and effort is given on a half termly basis, with a full report being completed once a year.

## OPTION - FILM STUDIES

### Topics to be covered this year:

#### Term One: Reading Film

- Pupils learn the four concepts of cinematography, sound, mise-en-scene and editing, exploring and analysing how these components are used by filmmakers to communicate meaning to and manipulate audiences.
- Pupils will analyse a range of iconic scenes from different genres, decades and countries.
- This unit will culminate in the study of an entire feature film, focusing on key scenes and the use of film form.

#### Term Two: Creating Film

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

#### Term Three: Case Study

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

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

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

### Assessment and Marking

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

## OPTION - FRENCH

### Topics to be covered this year:

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

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

- understand written and spoken information on the topics studied in class
- read aloud and spell correctly short passages including familiar and some unfamiliar words
- extract key information from a variety of sources (written and spoken)
- take part in role plays on the topics studied
- describe a picture and make a presentation on the topics studied
- ask and answer questions in different tenses on topics studied
- translate sentences from English to the target language and vice-versa, focusing on accuracy
- write extensively on the topics studied, using the language items and grammar studied in class to express their own opinions and ideas
- understand and apply a variety of grammar rules such as adjectival rules, gender of nouns, comparatives and superlatives, direct object pronouns, different forms of the negative as well as the four key tenses (present, future, perfect and imperfect tenses)

### Activities and Events

Pupils will have the opportunity to watch French films.

### Assessment and Marking

In Year 9 (13s), pupils will be exposed to some GCSE material. For example, the type of questions used in some tests and end of year examinations will help prepare pupils for their GCSE language examinations.

Pupils' progress will be assessed on a regular basis with short tests. At the end of each module a more thorough assessment will be done and pupils will be assessed on a minimum of 3 out of 4 skills - reading, writing (including translation), listening and speaking.

Formal examinations will take place at the end of the year. Pupils will receive a grade or a percentage as well as a target.

### Textbook

*Dynamo 3 Rouge*

## OPTION - CLASSICAL GREEK

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

An exciting new subject for those pupils who have studied Latin at least to level 2 at Common Entrance or equivalent and are keen for the challenge of learning a new ancient language. It will give pupils a chance to expand both their linguistic abilities and their appreciation for the roots of western civilisation. Starting from scratch, pupils will slowly build their grammatical and syntactical knowledge, following the GCSE syllabus. The grammar work will include the study of active verbs in present, future, imperfect and aorist tenses, participles and all cases of nouns and adjectives in declensions 1-3. Pupils will be expected, as with Latin, to record rules by heart and to recognise their usage in passages and grammar specific comprehensions. The sentence constructions will involve covering many aspects of the GCSE syllabus, including time clauses and participles. Pupils will build up a solid vocabulary base from the GCSE vocabulary list. There will be two lessons per week outside of the normal timetabled lessons with a weekly homework.

### **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar and translation. They will sit an end of year examination.

### **Textbook**

*Greek to GCSE 1; Greek to GCSE 2; departmental resources.*

## OPTION - ITALIAN

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

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

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

- listen and respond to a variety of spoken sources in Italian
- read and respond to a variety of written texts in Italian on the topics covered
- use orally and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on topics covered
- take part in role plays
- write informal letters
- discuss past, present and future events
- have a sound knowledge of basic grammar points, specifically the present, perfect, imperfect and future tenses, as well as adjectival agreement, prepositions, question words and demonstrative pronouns

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focusing on one skill only. At the end of each module, a more thorough assessment will be set and pupils will be tested on a minimum of three out of four skills: reading, writing, listening and speaking. For their tests, pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Preparation for and practice of GCSE type questions will take place during the academic year.

### **Textbook**

*Amici d'Italia 2*



## OPTION - LATIN

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

#### **Term One**

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

#### **Term Two**

- Study of new grammar and syntax: the subjective imperfect and pluperfect; final and consecutive clauses; passive verbs and clauses of time and place

#### **Term Three**

- Study of new grammar and syntax: indirect statement; revision

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

- be able to translate and manipulate all tenses in Latin and to tackle complex sentences
- have a strong command of the new vocabulary, including all principal parts

#### **Trips**

There will be a trip, ideally during the Spring Term, to an area of interest in the Classical World.

#### **Homework**

Homework will be set once a week and should take approximately 40 minutes.

#### **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar and translation. They will sit an end of year examination.

#### **Textbooks**

*So You Really Want To Learn Latin 1, 2 and 3; Who said Latin's dead level 3 workbooks;* other departmental resources.

## OPTION - MEDIA STUDIES

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

#### **Term One: Magazine Double Page Spread**

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

#### **Term Two: Music Video**

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

#### **Term Three: Advertising**

- Pupils will study the codes and conventions of print advertising and create their own advert for a beauty or tech product.

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

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

#### **Assessment and Marking**

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

## OPTION - MUSIC

### Topics to be covered this year:

In the 13s Music option, pupils will be introduced to many of the concepts that will be covered in GCSE Music. Over the three terms, they will cover the following topics:

- Popular Music and Songwriting
- Film Music
- Musical Theatre
- Western Classical Music
- Solo and Ensemble Performance

### 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 strong sense of ensemble and performance. They will develop their skills in singing homophonic and polyphonic harmony. Pupils will further increase the rhythmic scope of melodies on the keyboard, following staff notation written on two staves. Pupils will be encouraged to take part in a recital during the Spring Term, performing a solo and/or ensemble piece on their chosen instrument or voice.
- **Composing:** Pupils will compose chord sequences on the keyboard or guitar in simple major and minor keys adding melodic lines shaped by lyrics and harmonic intention. They will develop skills in composing contrasting chord sequences to create pieces in verse/chorus form. Pupils will begin to learn to use Logic Pro X software and develop their skills in composing using technology.
- **Listening:** Pupils will develop the technical ability to identify the use of musical elements in the music they study throughout the year and begin to appraise music in a more formal way in preparation for those who go on to take GCSE Music. 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 13s Music.

### Co-curricular

Pupils are encouraged to take part in extra-curricular musical activities including:

- Senior Choir
- Jazz Band
- Orchestra
- Senior Band Club

## OPTION - PHYSICAL EDUCATION

### Topics to be covered this year:

#### Term One

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

#### Term Two

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

#### Term Three

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

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

- be able to name and understand the function of the skeleton, including joints, movements, muscles and their actions
- understand the short and long term effects of exercise on the body's function
- be able to describe and explain the different components of fitness and skill-related fitness
- understand that fitness is related to particular activities
- be able to describe and explain suitable tests for each type of fitness then identify strengths and weaknesses for different sports
- understand the factors that effect fitness
- be able to plan single training sessions in order to prepare for an endurance event
- understand the causes of sports injuries, identify them and treat them appropriately
- have developed leadership and coaching skills
- understand the importance of warm ups and be capable of designing their own
- understand what sponsorship is and the advantages and disadvantages
- understand the affect the media has in sport
- be able to take part in and understand how to follow a training programme leading up to an event

### Assessment and Marking

Marks will be given for both academic attainment and effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve their work. Teachers are available at the end of lessons and break times and are happy to make appointments for further help. Assessment tasks will include theory and practical tasks set at the end of each term and at the end of the year.

### Textbooks

Pupils will be given relevant handouts to supplement learning.

## OPTION - SPANISH

In the 13s, pupils will study topics and grammar points relevant to the Spanish GCSE.

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

- Cultural knowledge of Spain and Spanish speaking countries (festivals, customs, traditions, cultural differences)
- Leisure time and organising to go out
- Role models
- Discussing cinema, concerts, events
- Clothes (describing and buying)
- Shopping
- Body part and illnesses
- Healthy living/active lifestyle
- Jobs and future plans
- Children's rights, fair trade, world issues
- Environmental issues and recycling
- Volunteering and fundraising
- Organising an exchange visit
- Phonics and phonemes

### **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 sometimes unfamiliar words and be able to read aloud a passage on the topics covered
- express opinions of likes and dislikes, on topics such as food and drink, leisure activities and films
- describe pictures and make presentations on the topics covered in class
- take part in role plays, for example, ordering food and drink and buying clothes
- take part in discussions on topics such as fashion wear
- understand literature texts in Spanish
- write extensively about the topics studied in class, such as environmental issues and recycling, and present orally facts and opinions on the same topics
- have a sound knowledge of basic grammar points, specifically: the present, near and simple future, preterite and imperfect tenses, adjectival agreement, questions words and demonstrative pronouns

In the 13s, pupils will be exposed to some GCSE material. For example, the type of questions used in tests and end of year examinations will help prepare pupils for their GCSE Spanish examinations.

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focussing on one skill only. At the end of each module, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills - reading/writing/listening and speaking. Pupils will also sit examinations in the summer term. Pupils will receive a grade or a percentage, as well as a target to help them make progress in the subject.

### **Textbook**

*Viva 3 Rojo (new edition)*

## OPTION - 3 DIMENSIONAL DESIGN

3 Dimensional Design is a one year course that looks at design as a problem-solving discipline combining creativity, three-dimensional thinking and technical skills. The course will follow the classic design process, from analysis of a brief (problem to be solved), sketching out the initial concepts, choosing the best material for the task, experimentation with construction, testing, refinement of design and, finally, production. The course will focus on product design, as well as looking at architectural and structural briefs to give, it is hoped, a broad look at the subject, as well as expose pupils to the career possibilities Design offers.

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

- Thinking and sketching in three dimensions
- Material selection
- Concept refining and developing
- Construction techniques
- Ergonomics
- Computer aided design
- 3D printing

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

- have an understanding of the design process and follow the required steps through to conclusion
- visualise on paper ideas and forms
- work in a range of materials from foam board, aluminium and plastics employed in the 3D printing technique
- bring together knowledge from other subject areas to help successfully tackle design problems
- construct, with attention to detail and a degree of precision, working models and prototypes

### **Assessment and Marking**

Homework is set once a week based around sketchbook development and material manipulation.

There is a termly charge of £95.