



HARRODIAN

12s (YEAR 8)
CURRICULUM HANDBOOK
2019 - 2020

INTRODUCTION

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

In the 12s all pupils will be studying the following subjects:

Biology
Chemistry
Citizenship
English
French
Geography
History
Mathematics
Physics
Religious Studies
Sports

In the 12s, pupils will have the option to study one of the following:

- Spanish or Italian
- Latin in addition to two other subjects from the following list: Art, Music, Drama, Physical Education and Computing.

Those pupils who choose not to continue studying Latin will have the option to study four of the following: Art, Music, Drama, Physical Education and Computing as part of their curriculum.

Ideally a pupil will continue the options that they chose whilst in the 11s.

One progress report and one full written report will be uploaded onto the parent portal during the academic year. Parents will also be invited to attend one Parents' Evening. During this evening pupil progress can be discussed with subject teachers and there will be a chance to meet the Form Teachers and the Head of Year.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the 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 can expect to receive two 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. In addition, pupils will be expected to read for a minimum of 20 minutes each night.

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

Mrs H.M. Locke
Deputy Head/Director of Studies

CITIZENSHIP

During Key Stage 3 pupils study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They will 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 learn about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part responsibly in community activities.

- *One Form time session per week throughout the academic year to be delivered by the Form teachers and resourced by the Head of Citizenship*

Themes and topics

- **Rights and Responsibilities:**
 - how old is old enough to take responsibility?
 - how old is old enough to be tried as an adult?
 - how should crime be punished?
 - who commits crimes?
- **Media Use:**
 - how dangerous is the media?
 - should young people be protected?
 - how diverse is Harrodian?
 - fake news
- **Diversity:**
 - how diverse is London?
 - what is London like for an immigrant?
- **Resolving Conflict:**
 - what role is served by UN peace-keepers?
 - what are the consequences of wars?
- **Global Community:**
 - who are street children?
- **Government Services:**
 - what does the government do for me?
- **Democracy:**
 - is our system of elections working?
 - do we need a Royal Family?
- **Citizenship Social Issues Project - Overseas Research Presentation**

ENGLISH

Topics to be covered this year:

- Study of a classic text
- Shakespeare play
- Public Speaking competition
- Conflict Poetry
- 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 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 the 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:

- Shops and shopping
- Countries, continents and modes of transport
- Travel plans and things to do in new places
- School life and school subjects
- Daily routine
- Myself and my family
- Helping at home
- On a school exchange
- Food and drinks
- Describing past events and experiences
- Body parts and being unwell
- Clothes

By the end of the year pupils should:

- be able to use orally, to recognise in the written form, to understand and write key vocabulary and structures related to the topics covered
- 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 fashion, healthy eating and pocket money
- be able to interact adequately in a situation in shops and other various situations
- be able to understand and answer questions on the topics studied

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

Tricolore 2

GEOGRAPHY

Topics to be covered this year:

Term One

- Tourism
- Tectonic processes
- Richmond Park fieldwork

Term Two

- Coastal processes

Term Three

- Africa
- Map skills

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

- collect and record fieldwork data
- use a variety of graphing techniques, analyse graphs and draw conclusions from them
- describe and explain the location of earthquakes and volcanoes
- give examples of volcanic eruptions and earthquakes
- describe and explain coastal processes and landforms
- understand the importance of Africa as a world region
- describe and explain population issues in Africa
- describe and explain the different biomes in Africa
- continue to develop OS Map skills

Trips

There will be a trip to Richmond Park to support the unit of work on tourism and the development of pupils' geographical skills

Assessment and Marking

Pupils will receive an attainment grade (A-D) and an effort grade (1-4) along with a target for improvement for their next piece of work. These targets correspond to the list pasted into the front of the pupils' exercise books. On receipt of their books pupils must write out their target 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.

Textbook

ISEB Geography Revision Guide
Geography for Common Entrance
Geog. series of textbooks

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?
- The Battles of Trafalgar and Waterloo.

By the end of the year pupils should:

- have an understanding of the importance of the Industrial Revolution and the British Empire
- 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.

Textbooks

Industry, Invention and Empire by Aaron Wilkes

MATHEMATICS

Topics to be covered this year:

Ratio and scale, multiplicative change, multiplying and dividing fractions, working in the Cartesian plane, representing data, probability, brackets, equations and inequalities, sequences, indices, fractions and percentages, standard index form, number sense, Angles in parallel lines and polygons, area of trapezia and circles, line symmetry and reflection, the data handling cycle, measures of location and dispersion

By the end of the year pupils will have met the following topics:

Ratio and scale

- Understand ratio and its link to multiplication
- Circumference of a circle
- Use ratio notation
- Reduce ratios to simplest form
- Solve ratio problems
- Ratio in the form 1:n
- Comparing ratios

Multiplicative change

- Use scale factors, linking to ratio, to solve simple direct proportion problems
- Scale diagrams and maps

Multiplying and dividing fractions

- Multiplying and dividing a fraction by an integer
- Multiplying and dividing a fraction by a fraction
- Multiplying and dividing mixed numbers

Working in the Cartesian plane

- Plotting and interpreting straight line graphs
- Equations of lines parallel to the axes
- Model situations by translating them into expressions, formulae and graphs
- Finding the equation of a straight line
- Finding the mid-point of a line segment
- Drawing quadratic graphs

Representing data

- Scatter graphs and correlation
- Designing and using one and two-way tables
- Listing outcomes

Probability

- Using sample space diagrams
- Using tables
- Product rule for counting

Brackets, equations and inequalities

- Multiplying out single brackets
- Forming and using expressions, formulae and identities
- Forming and solving equations and inequalities with and without brackets
- Factorising into a single bracket
- Expanding binomials

- Solving equations with unknowns on both sides

Sequences

- Using more complex rules e.g. with brackets and squared terms
- Finding the rule for the n th term of a linear sequence

Indices

- Writing expressions with powers

Fractions and percentages

- Revisit fraction, decimal and percentage equivalence
- Express one number as a percentage of another
- Find the original given and percentage

Standard index form

- Conversion between numbers in ordinary and standard form
- Comparing numbers in standard form
- Calculating with standard form

Number Sense

- Developing mental strategies
- Measures and units
- Estimation, including rounding to a given number of decimal places
- Revisit order of operations
- Simple surds
- Negative and fractional indices
- Converting area of units
- Error interval notation

Angles in parallel lines and polygons

- Review angle rules
- Parallel lines and angles
- Geometrical notation
- Angles in special quadrilaterals
- Angles in a polygon
- Standard constructions including perpendiculars
- Diagonal properties of quadrilaterals

Area of trapezia and circles

- Area of a trapezium
- Area of a circle and parts of a circle
- Using significant figures
- Area of compound shapes

Line symmetry and reflection

- Line symmetry in polygons and other shapes
- Reflections of shapes in horizontal, vertical and diagonal lines

The data handling cycle

- Collecting data
- Interpreting statistical diagrams
- Dual bar charts
- Constructing and interpreting pie charts

Measures of location and dispersion

- Median, range and mean, including finding the total
- Finding the mean for grouped data

- The mode
- Choosing the appropriate average
- Comparing distributions
- Finding the mean of grouped data
- Finding unknown values when given the mean or changes in the mean

Assessment and Marking

Marking is accompanied by comments or explanations to help pupils to correct their mistakes and is in accordance with departmental guidelines. Teaching staff are also available to help at break times and daily at lunchtime, by appointment. It is department policy that any pupil can ask any member of the department for help, not just their designated teacher. There will be a variety of assessments throughout the year, including end of topic tests, end of term assessments and an end of year assessment in the Summer Term.

RELIGIOUS STUDIES

Topics to be covered this year:

Term One

Religion, Peace and Conflict

- Violent protest and terrorism
- Reasons for war
- Nuclear war and weapons of mass destruction
- The Just War
- Holy War and religion as a cause of violence
- Pacifism

Term Two

Ethics

- How can we tell right from wrong?
- Is there such thing as evil?
- Can any action be truly altruistic?
- Is Love just chemistry?
- Would you kill someone to save two lives? (Trolley Problems)
- What is a good life 1? (Aristotle)
- What is a good life 2? (Epicurus)

Term Three

Philosophy: What it is to be human

- What makes me, me?
- What is difference between a person and an artificial intelligence?
- What issues are raised by animals, clones, robots and zombies?

By the end of the year pupils should:

- be aware of key discussions and perspectives in the field of ethics
- have knowledge of the wisdom traditions of Aristotelian Virtue, Epicurean Hedonism and Daoism
- be able to construct and evaluate arguments

Assessment and Marking

A percentage grade will be given for the majority of homework, although certain pieces of homework will receive a letter grade for attainment and a number grade for effort. Marks will be accompanied by a comment or target to help pupils improve their work. Formal assessments will take the form of written assignments, end of module tests and an end of year examination.

Textbooks

None

SCIENCE

Topics to be covered this year:

Biology:

- The Human body - organ systems, basic physiology of the breathing and digestive systems
- Cell biochemistry - osmosis, diffusion and cellular respiration
- Human reproduction - male and female reproductive organs, puberty, growth and development of a foetus and birth of a baby
- Plant structure, photosynthesis, growth and reproduction
- Ecology - feeding relationships, habitats and adaptation of living organisms to their environment

Chemistry:

- Acid-base reactions; preparation of salts; acid rain; uses of limestone
- pH, indicators and neutralisation
- Types of reactions including oxidation, reduction and thermal decomposition; tests for gases

Physics

- Light and Sound
- Energy
- Heat
- Solar System

By the end of the year pupils should:

- have extended their understanding of concepts in Biology, Chemistry and Physics and further developed their practical skills in order to plan and carry out simple and fair investigations
- understand the interdependence of organisms within an ecosystem and the impact of daily and seasonal changes on a habitat, as well as the role of plants within an ecosystem
- understand and be able to describe the main organ systems of the body and have a good understanding of the processes that occur within all living organisms
- understand the requirements of humans for growth, survival and successful reproduction and be able to compare and contrast plants and animals
- understand the kinetic theory of matter and relate this to processes such as diffusion
- understand and be able to describe different types of reactions; know the tests and results of the main gases and be able to make predictions based on the reactivity series
- understand the properties of light and sound, including reflection and refraction
- understand the principles of energy transfer; the significance of the law of conservation of energy; the variety of available energy resources
- understand the interdependence of organisms within an ecosystem and the impact of daily and seasonal changes on a habitat, as well as the role of plants within an ecosystem

Assessment and Marking

When checking exercise books, a letter grade will be given for academic attainment and a number grade for effort. Worksheets will be marked for each correct point made and pupils are encouraged to make corrections to homework upon receiving their marks. Teaching staff are available for assistance at the end of lessons or during break times. Formal assessments will take the form of end of topic tests. All work covered in the 12s will be examined at the end of year.

Textbook

Science Biology for Common Entrance- W. R. Pickering (ISEB)

Science Chemistry for Common Entrance- W. R. Pickering (ISEB)

Science Physics for Common Entrance- W. R. Pickering (ISEB)

SPORTS

Topics to be covered this year:

Term One

- Health Related Fitness
- Football, Netball, variation of attacking and defending games ie: Ultimate Frisbee

Term Two

- Health Related Fitness
- Rugby, Hockey
- Orienteering

Term Three

- Swimming, Athletics, Strike and Field/Net games e.g. Cricket, Rounders, 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 know how to apply tactics in response to these rules
- continue to develop skilful attacking and team play developing fluency and timing and consolidate on how to work well as a team when attacking and defending and the changeover between the two
- think about how to use skills, strategies and tactics to outwit the opposition using team play using effective decision-making and communication
- enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- begin to develop interpersonal skills pertinent to sport ie. communication skills, listening skills, sharing co-operation and leadership

Extra-Curricular Activities

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week.

Pupils are given access and contacts to outside clubs.

Assessment and Marking

Marks will be given for attainment, quality of classwork and effort. Marks are accompanied by a comment or explanation to help the 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.

OPTION - ART AND DESIGN

Topics to be covered during this year:

Term One: Viewpoints - Letters

- Observational drawing from a primary and secondary source
- Use of stencils and graphite and paper collage
- Explore the work of contemporary and modern artists
- Work in groups and as individuals
- Explore a variety of viewpoints – use of line
- Make work combining multiple viewpoints - Cubism
- Adapt and modify work in progress
- Colour blending, gradient tones
- Use of colour to express mood or atmosphere

Term Two: Development of Drawings

- Refining and modifying work in progress
- Use of the viewfinder to select details and simplify areas
- Enlarge selected details making use of traditional grid
- Mixing and matching colour from digitally enhanced secondary source photo
- Paint a basic colour wheel – Primary and Secondary colours
- Make use of complementary colours in paintings
- Drawing and recording 3D letters

Term Three: Changing Styles

- Make work in response to viewing urban artists letter styles work with letters artist codes and conventions
- Explore materials in a controlled and experimental manner
- Make good use of contrast and or colour and tone in a more controlled and purposeful manner
- Complete work to a high level of finish

Assessment

Continual throughout the year according to the curriculum guidelines and criteria

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:

Term One

- **Operating systems:** create a poster to explain the similarities and differences between common operating systems to help someone decide which one is the best for them.
- **The command line:** provide pupils with an understanding of the use of basic command prompts to manipulate files and folders
- **Binary:** pupils are challenged to create a video tutorial to help pupils of a similar age learn binary and binary arithmetic.

Term Two

- **Instruction set design:** pupils to think about different aspects of programming to solve a 'real-world' problem
- **Programming using selection statements and Boolean expressions**
- **Connecting to the internet:** split a message into data packets like the TCP/IP protocol.

Term Three

- **Sorting:** examine how computers and humans cope with sorting, and experiment with running sorting algorithms on different sets of data.
- **Make a computer appear intelligent by holding a conversation with a human**
- **Recursive patterns:** pick out those parts of a pattern that are changing and those parts that are staying the same, using sound files.

Assessment and Marking

A-D grades will be given for understanding of subject concepts and quality of classwork, and number grades 1-4 given for effort and work ethic. These are awarded for each topic and are reflected in reported grades. Feedback will focus on what was done well and targets for improvement. There is an in-class end-of-year assessment.

Assessment and Marking

Literature and workbooks which pupils require will be provided. Links and tutorials will also be available via the teacher's website: www.jgledhill.co.uk. Our main textbook will be: *Computer - IT 2 by Dorling and Rouse, published by Hodder Education.*

OPTION - DRAMA

Topics to be covered this year:

- The Oral Tradition
- Theatrical Genres
- Vocal Expression and Puppetry
- Characterisation and Commedia Del'Arte
- Script work
- Status and Improvisation

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 characterization in Drama
- be familiar with concept and uses of blocking and accepting
- have had the opportunity to perform scripted work

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.

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 nouns and adjectives
- Background: the main 5 Greek myths/Roman History

Term Two

- Syntax and grammar: continued study of new syntax and grammar topics including pronouns, demonstrative pronouns, comparison of adjectives, future and pluperfect tense of verbs
- Background: the main 5 Greek myths/Roman History

Term Three

- Syntax and grammar: further study of new grammar and syntax topics; revision of grammar and syntax studied throughout the year
- Background: the main 5 Greek myths/Roman History

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
- be familiar with some of the mythology of the Roman world or the history of the Roman Republic and Empire
- have participated in the writing, directing and acting of a play based on the Greek / Roman worlds

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

Cambridge Latin Course 1, 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.

OPTION: MUSIC

An appreciation and enjoyment of music is encouraged through listening, composing and performing through projects based on a variety of contrasting musical genres and traditions.

Topics to be covered this year:

Jazz and Blues

In this topic, pupils will learn about the history of the Blues, its characteristic 12-bar Blues structure and how a walking bass line is developed from a chord progression. The pupils will develop their understanding of bass lines and chords as a harmonic foundation on which melody/improvisation is constructed, and they will explore other key features of Blues music before applying their skills to compose their own Blues song.

Christmas Songwriting

This topic will explore the musical features required to create a successful and effective Christmas song. The pupils' understanding of chords, learnt in the Blues project, will be consolidated through a composition project in which pupils will create an original Christmas song in small groups. Pupils will learn how to write a stylistic melody to suit their chosen chords, to carefully consider their use of instrumentation, as well as lyric writing.

Reggae Music

This topic explores Reggae music and the culture from which it derives. Pupils will learn about the importance of bass lines and how offbeat chords are a key feature of music of this genre. Pupils will explore the rhythmic features of Reggae before looking at melody and how they are used to inform the bass line and hooks. Pupils will work in groups to reproduce their own arrangement of a well-known Reggae song.

Music in the Media

In this topic pupils will explore how music and sound are used in film and television. Pupils will gain a deeper understanding of the orchestra, exploring the different orchestral instruments and how they are used to convey themes and ideas. Pupils will learn about the art of jingle writing and, in groups, will compose a jingle for a TV or radio advert.

Popular Song

This topic explores the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Pupils will learn about different musical devices used in popular songs, such as structure and musical layers. The way in which hooks and riffs are used in popular songs will also be studied. Pupils will also develop their instrumental skills to perform as part of an ensemble.

Assessment and Marking

Targets are set for each pupil on a regular basis. Performing, appraising and composing work are assessed regularly both formatively and through peer assessment.

OPTION: P.E.

The optional Physical Educational Programme course encourages values such as organisation, communication, perseverance, leadership and honesty in conjunction with enabling pupils to become highly skilled performers. In the 12s, the emphasis is on consolidating the concepts explored in the 11s to establish competent, confident and expert techniques enabling pupils to apply them across different sports and physical activities. Pupils are encouraged to gain an appreciation of what makes a performance effective and how to apply these principles to their own and others' work. They should also develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand the long-term health benefits of physical activity.

Topics to be covered in the 12s

Pupils will have the opportunity to consolidate and extend their skills in the main team sports that they currently specialise in throughout the school year such as netball, football, hockey, rugby, rounders and cricket. There will also be greater opportunities to develop skills in athletics, tennis and swimming and the chance to increase fitness levels and gain a wider appreciation of different methods of training, fitness testing and leadership skills. There will also be exciting opportunities to try other sports and team building activities to stimulate interest and challenge pupils to develop new skills and knowledge. The pupils will have the opportunity to plan and lead charity fundraising activities and learn personal survival skills in the school swimming pool. There is flexibility in the planned curriculum to offer the pupils a degree of ownership over their activities and it is perfect for those pupils who want to increase their sports contact time, learn new skills and facilitate the achievement of their sporting potential.

Assessment and Marking

Summative assessment in PE is ongoing and will take place through verbal feedback in lessons. Pupils will also be encouraged to assess their own and others' performance and give constructive feedback. Pupils will be assessed in line with the school's marking and assessment policy with grades recorded in progress and end of term reports.

OPTION - SPANISH

Topics to be covered this year:

- Daily routine
- 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
- 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.

Textbooks

¡Viva! Book 2 (Modules 1-5)