



HAYDON SCHOOL

CURRICULUM GUIDES

2010/2011

YEAR 7



Welcome to Haydon School. This guide is to help and ensure that all students are able to work to their best ability. It contains an outline of the work that will be covered in each subject and other useful advice.

To be successful requires a certain standard and therefore we would like to remind you that, as a student of Haydon School your child has agreed to:

- work to the best of his/her ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the environment in and out of school
- co-operate with other children and adults.
- complete work, homework and any coursework to the best of his/her ability
- wear the Haydon uniform at all times during the school day and on the journey to and from school
- to only use i-pods, MP3 players and mobile phones in agreed areas at agreed times
- attend school and arrive on time in the morning and be punctual throughout the day
- no more than two lates per half term

This list represents the essential ingredients for a successful school career.

Within this guide you will find information regarding the text books that are used in school. It is not essential that these are purchased by you, but you may feel, in certain instances, that it may be beneficial.

The best source of up to date information is of course the World Wide Web and it would be helpful, but not essential, that your child has access to it.

We look forward to working with you and celebrating your continued success.

S R Robson
Headteacher

YEAR 7

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: ART & DESIGN

COURSE OUTLINE:

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Students use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse functions of art, craft and design in contemporary life and from different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Students will complete 3 projects over the year.

Autumn Term: Colour theory

Spring Term: Arts Alliance – Large scale acrylic painting

Summer Term: Pattern and Collage – based on the work of Niki de Saint Phalle

ASSESSMENT:

Classwork and homework are individually assessed. Students are given a separate grade for attainment and effort on an assessment sheet every half term. Students write their own targets for improvement based on National Curriculum level descriptions and teachers comments. A comment or target is written on each piece of work so that students can learn how to improve and develop their work in the future.

Peer Assessment

Students share ideas with their learning partners during lessons. They write targets for improvement on each other's classwork and this helps them to gain an understanding of what they need to do to develop their skills.

HOMEWORK:

Students are given a homework sheet at the beginning of each project, which should be stuck into their sketchbooks. To ensure that homework is completed satisfactorily, the homework sheet gives a set of rules and detailed explanations of how each homework task should be carried out. Teachers will set and explain homework at the beginning of the lesson.

EQUIPMENT:

All students will be expected to have an art sketch pad, a drawing pencil, coloured pencils, a rubber and sharpener and an apron (e.g. old shirt, t-shirt). All of these except the apron may be purchased from the Art Department.

WAYS IN WHICH PARENTS CAN HELP:

Please make sure that your child brings the equipment necessary to every lesson. Check homework, if your child has a problem please make sure that they contact their Art Teacher before the homework is due in.

HEAD OF FACULTY: Mr N Taylor

EMAIL ADDRESS:
ntaylor4@hillingdongrid.org

HEAD OF DEPARTMENT: Ms S Grealish

EMAIL ADDRESS:
sgrealish@hillingdongrid.org

SUBJECT TEACHERS:

Miss R Skertchly (Acting Head of Art), Miss M Wertheimer,
Ms S Darwish, Ms P Rubie, Ms J McGushin

YEAR 7

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: DESIGN & TECHNOLOGY

COURSE OUTLINE:

This subject is all about solving problems by designing and making products using a variety of different materials; namely wood, plastic, food, textiles, card and paper. The pupils will have the opportunity to work in the resistant materials workshops, a food technology room and a textile technology room.

There are a total of three projects in Year 7 which have been designed to develop skills in research, developing and communicating ideas, making and testing and evaluating.

The projects for Year 7 are Design for Time (an acrylic clock). Design a Pasta dish (a food and diet module) and decorative book cover in Textiles. Communication, ICT and presentational skills are taught as an integral part of all schemes of work.

ASSESSMENT:

Work is marked on a continuous assessment basis.

All students are expected to cover the following areas to be assessed: -

Research, ideas, development, making, testing and evaluating and presentational skills. Some areas may be given more marks than others depending on the project focus. Therefore, some areas may have more work allocated to them. Additionally, there is a module test after each separate task.

If students are absent, they are expected to make up any missed work.

HOMEWORK:

When products are being designed there will usually be one piece of homework each week but due to the nature of design, students may have more or less than this. Homework will be a mixture of stand-alone pieces and continuation from classwork. Each project has a separate homework issued at the start of the project.

EQUIPMENT:

Students will be expected to bring organisers, exercise books, a pen, pencil, rubber, ruler, and colouring pencils to **every** lesson.

The text books used are:

Textiles – ‘Design and Make it Textiles Technology’ ISBN 0-7487-4431-2

Food ‘Design and Make It Food Technology’ ISBN 0-7487-4427-4

WAYS IN WHICH PARENTS CAN HELP:

Access to the internet, encyclopaedias, books relevant to the project topics and catalogues are always useful. Books or CD Roms on ‘How Things Work’ and titles on designing, technological change and craft skills, such as the Usborne series may be of interest. Much of this can be found in a good library. Any activity or kits that involve drawing skills, construction and assembly or the handling of food will help to develop awareness of space and fine control of tools. Students will need to use parents for research and opinions about ideas and products. Parents may also be able to help with developing drawing, by asking their child to describe what they have produced and help to check that they have given all the details of their chosen idea necessary for others to understand.

HEAD OF FACULTY: Mr N Taylor

EMAIL ADDRESS:

ntaylor4@hillingdongrid.org

SUBJECT TEACHERS:

Ms M Federick, Mr S Knowles, Ms C Gunter, Mr P Rodgers
Ms R Ndegwa, Mr G Nicholls, Mr N Taylor & Ms S Taank

YEAR 7

FACULTY: ENGLISH

DEPARTMENT: ENGLISH

COURSE OUTLINE:

Year 7 is the first of a five-year course leading to the GCSEs. The course conforms to the requirements of the National Literacy Strategy and is divided into the following:

- Poetry: reading and writing
- Reading: 'Holes'
- The Arts Alliance presentation
- Introduction to Shakespeare
- Greek myths and legends
- Writing a mystery (skills based)

ASSESSMENT:

All redrafted work and some controlled conditions pieces will be stored in an assessment folder. Every half term the students will be asked to comment on their performance in the light of teacher marking and, together with their teacher, will set new targets which will be sent home for comment.

Reports will award levels for performance in:

- Speaking and Listening
- Reading
- Writing

HOMEWORK:

Two pieces of homework are set each week and should take half an hour to complete. One homework will usually be written. Here, students could be drafting or redrafting pieces for inclusion in coursework folders.

The other homework will be private reading. Students can frequently choose their own books, though they may be guided to choose from within a particular genre (adventure stories, the supernatural, biography and so on). Because of the difficulty of checking private reading, we would ask you to sign in the organiser, weekly, to confirm that the reading homework has been completed.

EQUIPMENT:

Pen or biro, pencil, rubber, ruler, coloured felt tip pens, small dictionary and a thesaurus.

WAYS IN WHICH PARENTS CAN HELP:

We appreciate any help that you can give your child with homework, particularly with encouraging the habit of reading. You may also want to help your child with planning and checking written work: it is essential, however, that they do the writing for themselves. If your child cannot, for any reason, complete a homework on time, a note from you in their organiser will always keep them out of trouble!

HEAD OF FACULTY: Ms L Beauchamp

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lbeauchamp@hillingdongrid.org

SUBJECT TEACHERS:

Ms C Greaves, , Ms R Sutton, Ms S Baker, Ms A Qureshi,
Mrs M Giddens, Ms D Hines, Mr T Ogunlade, Ms L Rundle,
Ms S Touhey, Mr A Williams, Ms A Alexander, Ms D Jarrett,
Ms M Burke

YEAR 7

FACULTY:	HUMANITIES
DEPARTMENT:	GEOGRAPHY

COURSE OUTLINE:

Geography is a foundation subject in Key Stage 3. The topics covered this year are:

- Introduction to Geography – Introduces students to geographical enquiry and skills they will need in Key Stage 3.
- Map Skills – An essential guide to reading and interpreting Ordnance Survey maps
- The Geography of the UK – Students will study the following:
 - The population of the UK (including an in depth look at different regions)
 - The history of settlements in the UK
 - The weather and climate of the UK and how this links to flooding
 - The chance to do a project on one aspect of life in the UK

ASSESSMENT:

There will be end of unit tests covering the knowledge, understanding and skills covered in the previous half term.

HOMEWORK:

Will be set weekly and could comprise:

- Formal written work
- Research tasks
- Completing assignments
- Revising for tests

EQUIPMENT:

Students must bring exercise books to each lesson along with pens, pencils, ruler, rubber and colouring pencils.

WAYS IN WHICH PARENTS CAN HELP:

It is very useful if an up-to-date atlas is available at home. Parents can help students' awareness by encouraging pupils to follow Geographical stories and issues in the media.

HEAD OF DEPARTMENT:	Ms E Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
KEY STAGE 3 GEOGRAPHY:	Mr T Randman	EMAIL ADDRESS: trandman@hillingdongrid.org
SUBJECT TEACHERS:	Mrs D Barber, Miss A Hulme, Miss S Mead, Mr T Randman, Miss L Sandell	

YEAR 7

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

In Year 7 we learn about the lives of ordinary people in the past and also how power is sought and used. We aim to fire students' imagination and curiosity about the past. We do this by studying the following topics:

1. What is history?
 - we look at different types of evidence, how and why we find out about the past and why history is important and fun to study.
2. The Romans
 - How did the Romans build such a big empire? How did they control it? What was it like to live in Roman times? What is the legacy of the Roman Empire?
3. Medieval Realms
 - How did William the Conqueror become King of England? What did the arrival of the Normans mean for people in Britain? What was it like to live in Medieval England? What mattered in Medieval lives?

We use a range of methods including source evaluation, role play, drama, ICT and usually an educational trip to the Tower of London.

ASSESSMENT:

Students will be assessed for their understanding of the National Curriculum's "Key concepts" in History (chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance, interpretation). This will be done through regular book-marking, termly formal assessments, peer assessment and self-evaluation.

HOMEWORK:

All students will receive one homework per week, which should take 20-30 minutes to complete. The homework will be varied to include research work, written tasks, preparing presentations and visual tasks and constructing models.

EQUIPMENT:

Students must bring their exercise books to every lesson. Writing equipment, such as pen, pencil and a ruler, are essential. Coloured pencils, highlighters, scissors and glue are desirable. Most lesson materials are available on the shared area and through frontier.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging and engaging an interest in the subject by helping with project work, monitoring that homework is completed to a high standard, by helping with project work, encouraging trips to museums and by visiting relevant places of historical interest.

HEAD OF FACULTY: Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
KEY STAGE 3 COORDINATOR: Mr M Chataway	EMAIL ADDRESS: mchataway@hillingdongrid.org
SUBJECT TEACHERS: Mr M Chataway, Ms G Gatsky, Mr A Nowicki, Ms C Gray, Ms L Newman	

YEAR 7

FACULTY:

HUMANITIES

DEPARTMENT:

RELIGIOUS EDUCATION

COURSE OUTLINE:

Students cover the following courses:

- Hinduism: 'Key Beliefs (Karma, Dharma, Moksha and Reincarnation), Worship (within the Mandir and worship at home, puja), Key people (the Hindu Gods: Ganesha and Krishna, the teachings of Mahatma Ghandi)) and key events (Diwali and Holi)
- Judaism- Key Beliefs (the 10 commandments, Kosher food), Worship (within the Synagogue), Key people (Moses, Abraham and Noah) and key events (Yom Kippur and Passover)
- Christianity- Key beliefs (Church, Bible and Christian Denominations), Worship (within the Church), Key people (Jesus) and Key events (Christmas and Easter)

ASSESSMENT:

During the course students will be assessed in the following areas in relation to the topics covered during the year:

- Knowledge and understanding of religions
- Ability to evaluate and interpret religious belief and practice
- Awareness of the spiritual dimensions of self and others in the world.

HOMEWORK

This is a compulsory part of the syllabus and will be set weekly in each lesson and is usually completed for the next lesson. Homework may involve a variety of activities including research, creative writing, reading, ICT, role plays etc. It should take approximately 25 minutes per week to complete.

EQUIPMENT:

All basic stationery is necessary for the lessons and exercise books are the responsibility of the student and are brought to each lesson. Students may require additional materials at home for creative elements of homework or reference books, encyclopaedias and internet access for research, though access to a variety of different resources is available in the department, ICT suites and the Library. The use of local libraries is also encouraged.

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in RE, and on a regular basis read through their written work. However, please bear in mind that many activities may not be written tasks, for example, if issues are being discussed within lessons, parents can assist by discussing them with their child at home and encourage them to develop views which they can justify.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF KS3:	Mrs K Gajparia	EMAIL ADDRESS: kditcher@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Gajparia, Mr A Berg, Mr A Nowicki, Mr M Chataway	

YEAR 7

FACULTY:	INFORMATION COMMUNICATION TECHNOLOGY
DEPARTMENT:	INFORMATION COMMUNICATION TECHNOLOGY

COURSE OUTLINE:

Students will be taught a variety of skills in Information and Communication Technologies (ICT) lessons that will enable them to:

- Find things out
- Develop ideas and make things happen
- Exchange and share information
- Review, modify and evaluate work as it progresses

Throughout the year they will be using a range of software applications to develop skills in desktop publishing, presentations, spreadsheets, video editing, animation and e-safety. Students will be taught in mixed ability groups and will have a lesson every week. Students will use ICT to enhance their work and learning in other areas of the curriculum and develop their ability to judge how and when to use ICT.

ASSESSMENT:

The students will be assessed at the end of each unit of work and three times during the year students will be given a grade which will reflect their ICT capability. They will be assessed in the following areas:

- Planning, developing and evaluating
- Handling data, sequencing instructions and modelling
- Finding, using and communicating information

HOMEWORK:

Homework is set every week, which may be either research in preparation for the next lesson or a written exercise to reinforce the learning in the lesson.

EQUIPMENT:

Students will be required to have all necessary stationery for the lesson.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by showing an interest in their child's work. Support with revision for interim assessments and homework will also be valuable.

HEAD OF FACULTY:	Miss S Clifford	EMAIL ADDRESS: sclifford@hillingdongrid.org
SUBJECT TEACHERS:	Miss S Clifford, Mr A Bennett, Mr P Dua-Brown, Mr L Hollowood, Miss C Lawrence, Ms A Patel, Ms R Patel, Mr A Thawley, Mr S McTiernan, Miss S Taank, Mr C Telford	

YEAR 7

FACULTY: MATHEMATICS

DEPARTMENT: MATHEMATICS

COURSE OUTLINE:

The Year 7 maths programme follows the renewed Key Stage 3 National Strategy. The programme is differentiated according to students' ability. Students will be working on revision of mainly National Curriculum Level 5 and Level 4, although there are students who will be working either above or below this range.

The following objectives are more critical than others and it is our aim that the majority of students should be confident with at least these topics by the end of Year 7:

- Simplify fractions using common factors; identify and use equivalent fractions.
- Recognise the equivalence of percentages, fractions and decimals.
- Extend mental methods to include decimals, fractions and percentages.
- Use long multiplication and division; extend to calculations with decimals.
- Break down complex calculations into simpler steps.
- Check the reasonableness of an answer through use of estimation.
- Use letters and symbols to represent unknown number or variables.
- Know and use BODMAS; understand that algebraic and arithmetic operations follow the same conventions.
- Plot the graphs of simple linear functions.
- Identify parallel and perpendicular lines; know the sum of angles at a point, on a straight line and in a triangle.
- Convert one metric unit to another; read/interpret scales on a range of instruments.
- Compare two simple distributions using range and one of mode, median or mean.
- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts.
- Solve word problems and investigate in a range of contexts, explaining and justifying methods and conclusions.

In line with the new standards, students will also work on a variety of functional maths tasks over the course of the year. Functional maths requires students to think more about how maths is used in real life and to use their skills to investigate problems.

ASSESSMENT:

Assessment of students' progress will take the form of homework and a formal test each term. One of the formal tests will be a functional task. Students will be given the chance to improve their mental skills through regular testing in class. After initial assessments in September all students are put into sets according to their ability. These sets are reviewed regularly. Students will also go through a termly process of self-assessment.

HOMEWORK:

Homework is set once a week and will focus primarily on topics taught.

EQUIPMENT:

Students need to have their own basic set of equipment comprising of a pen, pencil, 30cm ruler, a pair of compasses, protractor and calculator. The main textbooks used are the Oxford Maths Links books.

WAYS IN WHICH PARENTS CAN HELP:

Encouragement through all aspects of the maths programme will only complement further the work we do at school. In addition to this, helping your child to become confident with their times tables, will improve their access to the curriculum. Short and regular testing at home is the best way to achieve this. There are several good websites we recommend for consolidation and enrichment and these can be accessed via Fronter.

HEAD OF KS3:

Mrs J Lothian

EMAIL ADDRESS: jlothian@hillingdongrid.org

SUBJECT TEACHERS:

**Miss V Abrahams, Mr I Fowler, Mrs B Haria, Ms K Harrison,
Miss F Johnson, Mrs J Lothian, Ms E MacGarty, Miss H Jones
Mr R Austin, Ms A Brimble, Mrs B Haria, Ms S Lackey, Ms L
Emerson**

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: FRENCH

COURSE OUTLINE:

Units 1 – 4

Classroom Language	Classroom Objects
Greeting People in French	School
Personal Identification	Sports and Leisure
Counting and Spelling in French	Pets
Calendar and Clock	Environmental Concerns
Hobbies	

Attainment Target 1

Listening - short texts

Attainment Target 2

Speaking - short dialogues

Attainment Target 3

Reading - short texts

Attainment Target 4

Writing - simple sentences

ASSESSMENT:

- Marking of classwork and homework for content with a comment in French designed to praise effort and targets to help the students to develop their skills
- Regular End of Unit tests with National Curriculum Grades Approximately 3 major assessments in Year 7
- Weekly vocabulary tests

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook, exercise book, pen, pencil, ruler, rubber, colours, **bilingual dictionary**.
Textbook to be used: Expo 1 – provided by and kept at school
Bilingual dictionary - we **very** strongly advise that students purchase Collins French Pocket Dictionary, New Edition, ISBN 0 00 470396 0 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:

Check students have the correct equipment for lessons. Check organisers for homework and messages. Check presentation and work in exercise books. Test students on their vocabulary. Encourage talking of the language at home. Watch relevant foreign language learning programmes with students. Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers). Ensure students catch up on work missed due to absence.

Useful websites: www.linguascope.com
www.languagesonline.com

HEAD OF DEPARTMENT: Miss H Sidhu | EMAIL: hsidhu@hillingdongrid.org

SUBJECT TEACHERS: Mrs R Arron, Mr T Bowen, Ms G Daly, Ms I Norguet,
Ms H Sidhu, Mr K Squibb, Mrs K Webb-Jones

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: GERMAN

COURSE OUTLINE:

Units 1 – 4

Greeting People	Describing your family
Classroom objects	Describing where you live
Classroom language	Telling the time in German
The German alphabet	Describing daily routine
The calendar	School
Food and drink	Hobbies

Attainment Target 1

Listening - short text

Attainment Target 2

Speaking - short dialogues

Attainment Target 3

Reading - short texts

Attainment Target 4

Writing - simple sentences

ASSESSMENT:

- Marking of classwork and homework for content with a comment in German designed to praise effort and targets to help the students to develop their skills.
- Regular End of Unit tests with National Curriculum Grades
- Approximately 3 major assessments in Year 7.
- Weekly vocabulary tests

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook, exercise book, pen, pencil, ruler, rubber, colours, **bilingual dictionary**.

Textbook to be used: Logo1 (Heinemann)

Bilingual dictionary - we **very** strongly advise that students purchase Collins German Pocket Dictionary, New Edition, ISBN 0 00 470397 9 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:

Check students have the correct equipment for lessons. Check organisers for homework and messages. Check presentation and work in exercise books and vocabulary books. Test students on their vocabulary. Encourage talking of the language at home. Watch relevant foreign language learning programmes with students. Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers). Ensure students catch up on work missed due to absence.

Useful websites: www.linguascope.com
www.languagesonline.com

HEAD OF DEPARTMENT: Mr A Robertshaw | EMAIL: arobertshaw@hillingdongrid.org

SUBJECT TEACHERS: Mr T Bowen, Mr A Robertshaw, Mr K Squibb, Miss R Goddard

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: ITALIAN

COURSE OUTLINE:

Units 1 – 4

Classroom Language	School Subjects
Greeting People in Italian	Home and Family
Personal Identification	Likes and Dislikes
Counting and Spelling in Italian	Pets
Calendar and Clock	

Attainment Target 1

Listening – short text

Attainment Target 2

Speaking – short dialogues

Attainment Target 3

Reading – short texts

Attainment Target 4

Writing – simple sentences

ASSESSMENT:

- Marking of classwork and homework for content with a comment in Italian designed to praise effort and targets to help the students to develop their skills.
- Regular End of Unit tests with National Curriculum Grades
- Approximately 3 major assessments in Year 7.
- Weekly vocabulary tests
- Half-termly Assessment for Learning feedback to parents

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook, exercise book, pen, pencil, ruler, rubber, colours, **bilingual dictionary**.

Textbook to be used: Tutti Insieme (Heinneman Educational)

Bilingual dictionary - we **very** strongly advise that students purchase Collins Italian Pocket Dictionary, New Edition, ISBN 0-00-470399-5 £6.99.

WAYS IN WHICH PARENTS CAN HELP:

Check students have the correct equipment for lessons. Check organisers for homework and messages. Check presentation and work in exercise books and vocabulary books. Test students on their vocabulary. Encourage talking of the language at home. Watch relevant foreign language learning programmes with students. Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers). Ensure students catch up on work missed due to absence.

Useful websites: www.linguascope.com
www.languagesonline.com

HEAD OF DEPARTMENT: Mr Earnshaw-Crofts

EMAIL: jearnshawcrofts@hillingdongrid.org

**SUBJECT TEACHERS: Mrs R Arron, Mr J Earnshaw-Crofts, Ms E Kilburn,
Ms L Morris, Mrs K Webb-Jones**

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: SPANISH

COURSE OUTLINE:

Units 1 – 4

Personal Identification
Classroom Language
Family
Where you live

School
Daily Routine
House and Home

Attainment Target 1

Listening - short text

Attainment Target 2

Speaking - short dialogues

Attainment Target 3

Reading - short texts

Attainment Target 4

Writing - simple sentences

ASSESSMENT:

- Marking of classwork and homework for content with a comment in Spanish designed to praise effort and targets to help the students to develop their skills.
- Regular End of Unit tests with National Curriculum Grades
- Approximately 3 major assessments in Year 7.
- Weekly vocabulary tests

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook, exercise book, pen, pencil, ruler, rubber, colours, **bilingual dictionary**.

Textbook to be used: Listos 1 (MGP)

Bilingual dictionary - we **very** strongly advise that students purchase Collins Spanish Pocket Dictionary, New Edition, ISBN 0 00 470398 7 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:

Check students have the correct equipment for lessons. Check organisers for homework and messages. Check presentation and work in exercise books and vocabulary books. Test students on their vocabulary. Encourage talking of the language at home. Watch relevant foreign language learning programmes with students. Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers). Ensure students catch up on work missed due to absence.

Useful websites: www.linguascope.com
www.languagesonline.com

HEAD OF DEPARTMENT: Mrs K Daley **EMAIL ADDRESS:** kdayley@hillingdongrid.org

SUBJECT TEACHERS: Ms G Daly, Ms L Morris, Ms I Norguet,
Mr A Robertshaw

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: TWILIGHT CLASSES

COMMUNITY LANGUAGES:

As a Language College, Haydon School runs classes in Community Languages. At present, classes in Hindi, Gujarati, Punjabi, Greek, Arabic and Urdu take place in the Language Centre. These classes prepare our students, who already have a basic understanding of those languages, for GCSE qualification either at Foundation or Higher level. These lessons are free of charge and open to students of all age groups.

Please contact the school for registration in the existing classes or to express an interest in your child studying a language which is not yet on offer.

JAPANESE:

We also run a weekly after school Japanese club. This initiative has proved most popular with all year groups.

LATIN:

Selected students will be offered the opportunity to study Latin as a third language in addition to the two timetabled languages they are studying.

MANDARIN:

All Year 7 students will have the opportunity to study Mandarin for a short period of time in addition to their usual language studies. Some pupils may have opted to study this as one of their main languages.

YEAR 7

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	DRAMA

COURSE OUTLINE:

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and magical world drama creates! Drama has the potential to inspire young adults. They can have fun and express themselves in dynamic ways.

The schemes of work are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers
- The opportunity to use a variety of techniques, forms and conventions to create effective Drama
- The chance to learn about the history of Drama and utilise this knowledge within their performance work.

Drama in addition is recognised for the people skills that it develops. These include the following:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Encouraging self expression and sparking creativity
- Encouraging analytical, reasoning and evaluative skills

ASSESSMENT:

The students are assessed by set objectives in the three modes of activity – making, performing and evaluating every lesson. The students are assessed through practical tasks, verbal analysis and written analysis.

At the end of each scheme of work the students have a four-stage assessment process:

- Teacher practical assessment
- Peer practical assessment
- Written assessment sheets
- Half term assessment target sheets

HOMEWORK:

The students complete a Drama Development log every week to document their understanding of their practical work. In addition they are expected to complete smaller tasks specific to the lesson including character profiles, compositing scripts and researching topics.

EQUIPMENT:

The students have a Drama exercise book in which to complete their homework.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by ensuring sufficient time is spent on homework and deadlines are met. A parental interest in practical work and encouragement to visit the theatre would also help the student's understanding of the context of the subject. Parents may find themselves as a prompt when students are memorising lines for assessments.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS:	tdaley@hillingdongrid.org
HEAD OF DEPARTMENT:	Miss M Pennell	EMAIL ADDRESS:	N/A
SUBJECT TEACHERS:	Miss M Pennell, Mr A Maclean, Miss C Greaves		

YEAR 7

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC

COURSE OUTLINE:

1. **The Elements of Music (exploring the language and mechanics of music)** which bridges students' knowledge and understanding of music from Key Stage 2 to Key Stage 3 through a variety of skill based activities that focus on rhythmic and vocal development.
2. **Musical Notation (reading and writing music)** which develops students' ability to read rhythms and notes on the treble clef.
3. **Arts Alliance (world music)** which focuses on music from around the world. At the end of the project, each class performs their work to other Year 7 classes.
4. **The Orchestra (exploring instruments)** which enables students to aurally recognise the instruments of the orchestra and to understand how the ensembles rehearse and operate.
5. **Form and Structure (using ICT to explore structures)** which develops students' ability to recognise, explore and use different musical structures and understand how then can create different effects. Through these explorations, students are introduced to basic sequencing software and use it to compose their own pieces.
6. **Shanty Time (exploring musical arrangements)** which develops students' ability to analyse and create their own arrangements.

ASSESSMENT:

Students will be assessed at the end of each unit against the learning objectives for the unit and the criteria for assessment that they will be given at the beginning of each unit. Their music teacher will award each student a level, taking into account the performing, composing and listening and appraising work they have undertaken during the unit. There will be opportunities for students to undertake self-assessment and to set targets to improve the standard of their work on a regular basis. There will also be several listening examinations during the course of the year.

HOMEWORK:

Homework will mainly consist of preparation for lessons through theory, practising, composing, analytical listening, researching and finding listening material to bring to the lessons. It is of great benefit for students to listen to a wide variety of music outside the classroom.

EQUIPMENT:

Students will have a notebook in which they keep their written work. Written work is usually done in pen but all work on manuscript paper is done in pencil. For practical lessons students may be required to bring in their own instrument (for example – clarinet) if they are having instrumental lessons to use in class music lessons. These can be stored through the day in Room 80A.

WAYS IN WHICH PARENTS CAN HELP:

Parents can support our work by providing opportunities for their children to listen to a wide variety of music and encouraging them to make full use of any musical instruments they may have access to at home. Recorders discarded in Primary School can still be used in class music lessons. Children who receive instrumental or vocal tuition at the school are expected to attend at least one extracurricular musical activity per week. Parents are expected to support this policy by ensuring their children attend on a regular basis. All children are invited to join in the range of vocal and instrumental extra curricular activities the Music Department offers and to participate in concerts and other musical events put on during the year.

HEAD OF FACULTY: Mr T Daley **EMAIL ADDRESS: tdaley@hillingdongrid.org**

HEAD OF DEPARTMENT: Miss H Day **EMAIL ADDRESS: hday@hillingdongrid.org**

SUBJECT TEACHERS: Miss H Collier, Miss H Day, Mrs K Mignot, Mr J Sloan

YEAR 7

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PHYSICAL EDUCATION

COURSE OUTLINE:

Physical Education develops students physical competence and confidence, and their ability to use these to perform in a range of activities. During PE Year 7 Physical Education lessons, students experience a wide range of activities enabling them to obtain a large number of basic skills. The emphasis is on developing movement, co-ordination and games skills and creating the basis for an active lifestyle. The course is also closely linked to students work at Key Stage 2 as all students follow a link activities module at the start of the year.

Throughout the course students will link other skills with Physical Education including ICT, Building Learning Power, literacy and numeracy. All students will also learn the importance of Health and Fitness issues during the course.

Physical Education is compulsory for all students and the **appropriate kit must be worn at all times. If students are unable to perform within lessons they must have a note and still bring their kit as they will be given an alternative role** within the lesson as either coach, official or choreographer.

The Year 7 Physical Education Programme includes:

- Games
 - Soccer
 - Cricket
 - New Image Rugby
 - Tennis
 - Basketball
 - Key Stage 2 Link Activities
 - Netball
 - Rounders
 - Outdoor and adventurous activities
- Dance
 - Gymnastics
 - Athletics

ASSESSMENT:

Students will be continually assessed throughout the course. At the end of each activity a grade will be given in line with the National Curriculum attainment targets. The assessment is based on the four strands on the National Curriculum including acquiring of developing; selecting and applying, evaluating and improving performance and their knowledge and understanding of fitness and health.

HOMEWORK:

Students will be given no formal homework, however they should be encouraged to take part in extra-curricular activities both within school and at clubs outside school.

EQUIPMENT:

All students must wear the appropriate kit as set out in the New Intake pack for parents. Students are welcome to bring in any specialist equipment of their own, at their own risk. Parents are strongly advised to purchase gum shield and shin pads for invasion games such as football, rugby and hockey.

WAYS IN WHICH PARENTS CAN HELP:

Parents can encourage students to take part in a variety of activities both within and outside school in order to promote a healthy and active lifestyle.

HEAD OF FACULTY: Mrs M Wall

EMAIL ADDRESS: mwall1@hillingdongrid.org

SUBJECT TEACHERS: Mr D Gosling, Mrs K Avent, Miss K Hannan, Mr A Karadia, Mrs Richards, Mr G Searle, Mrs M Wall

YEAR 7

FACULTY:	SCIENCE
DEPARTMENT:	KS3 SCIENCE

COURSE OUTLINE:

The new Year 7 course is centred around an important concept entitled 'How Science Works?' This is a new initiative that has been introduced by the government designed to make students aware of how Science impacts on society but with a much reduced emphasis on teacher-led factual learning. The majority of lessons will therefore be student-centred and he/she will focus primarily on developing his/her investigative skills.

In Year 7 students are taught in mixed-ability groups.

ASSESSMENT:

Mini-assessments will be given to students throughout the academic year to monitor progress. In addition, students will regularly complete 'Assessment for Learning' tasks throughout the course that will enable them to ascertain where they currently are and what they need to do to achieve the next level.

HOMEWORK:

Homework is set for approximately ½ an hour per week. Some tasks will be ICT or research based, whilst other tasks will be centred on consolidating what students have investigated during the lesson. Students will also be encouraged to keep up-to-date with current developments in Science and hence some homework assignments will centre on such topics; for example healthy eating, swine 'flu, endangered species, and exploring space.

EQUIPMENT:

Students should bring basic stationery such as pens, pencils, ruler and a calculator to all Science lessons.

WAYS IN WHICH PARENTS CAN HELP:

Please check that homework is being set and completed regularly. Pupils may ask for support with homework tasks. It is important to try to encourage your child to explore topical Science issues in the media and discuss such issues whenever the opportunity arises, such as accessing and using Newsround at <http://news.bbc.co.uk/cbbcnews>

HEAD OF FACULTY:	Mr D Dennis	EMAIL ADDRESS: ddennis@hillingdongrid.org
KS3 SCIENCE CO-ORDINATOR:	Mr A Azariah	EMAIL ADDRESS: aazariah@hillingdongrid.org
SUBJECT TEACHERS:	Ms R Cotterell, Mrs C Saeeb, Mr M Holloway, Ms A Houston, Ms S Kazim, Mr A Mahmud, Dr E Warenus, Ms S Pandya, Ms A Johnston, Dr S Hoyle, Mr Koyani, Ms Rowlands, Ms La Rue,	

YEAR 7

FACULTY: SOCIAL SCIENCES

DEPARTMENT: CITIZENSHIP

COURSE OUTLINE:

Students are taught PSHE/Citizenship as part of the National Curriculum and Every Child Matters. It is taught through one 50 minute lesson every Monday with their form tutors. During PSHE/Citizenship lessons students learn how to become active citizens, develop their personal well-being and to take responsibility. PSHE in particular focuses on developing a healthy, safer lifestyle. This creates students who know how to manage risk and make safer choices about healthy lifestyles, developing effective ways of resisting pressure, basic emergency aid and where to get help and support. During Year 7 students will study:

- Introduction to Citizenship and PSHE
- Rights and Responsibilities
- Understanding Relationships – friends, family and working with others
- Respecting Identity and Diversity – race, religion, gender, disability, stereotypes, prejudice, discrimination
- Bullying
- Personal Wellbeing 1) Emotional changes during puberty
- Personal Wellbeing 2) Healthy Lifestyles – hygiene, diet and exercise

ASSESSMENT:

There will be one formal exam per year and smaller class test and quizzes. Only the formal exam achievement will be reflected on the student's report, however the effort grade will reflect the whole year.

HOMEWORK:

There will be on average two homework tasks set per half term. These will normally take the form of researching into a topic ready to present information back to the form the following week.

EQUIPMENT:

Pen or biro, pencil, ruler, rubber coloured pencils
Organiser
Students are provided with exercise books and worksheets

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to talk about the work they have covered in lessons. A great deal of support can be given to students where they can be offered an opportunity to discuss topics in detail. Students should also be encouraged to keep up to date with the news.

HEAD OF FACULTY: Mrs A Appleby

EMAIL ADDRESS:
aappleby1@hillingdongrid.org

HEAD OF DEPARTMENT: Miss H Collier

EMAIL ADDRESS:
hcollier1@hillingdongrid.org

SUBJECT TEACHERS: Year 7 Form Tutors

YEAR 7

TRIPS AND EXPENSES

TRIPS

It is hoped to give students the opportunity to participate in the following trips during Year 7. Please note the prices quoted were the cost of the trip in 2009/2010. These trips are not compulsory but we include this information to help you with planning your expenses should the trip be available and you wish your child to take part.

RE	St Albans	£20	March
HISTORY	Tower of London	£25	June
SCIENCE	London Zoo	£22	June

In addition there may be an opportunity for students to go on a trip to the Christmas Markets in Germany in Year 8 at a cost of approximately £180.(prices will increase depending on flight costs). A deposit of £50 will be payable in June of Year 7.

EXPENSES

DESIGN & TECHNOLOGY

A payment of £10 is payable in September to cover the cost of basic materials used in lessons.

LOCKERS

A payment of £25 is charged for the use of a locker which the students keep for the duration of their time at Haydon (Years 7 – 11) i.e. £5 per year. An application form is included in the induction pack. A payment of £5 is charged for replacement keys.

I.D. BADGES

These will be issued to every student. A payment of £1.50 is charged for replacements.

NON UNIFORM DAYS

Generally we have three non uniform days per year. Students are permitted to wear casual clothes to school and pay £1 per day. The money raised is donated to charity.

There is the possibility that other events may be organised as the year progresses. The school will endeavour to give parents as much notice as is possible.