



HAYDON SCHOOL

CURRICULUM GUIDES

2009/2010

YEAR 9



This guide is to help parents support students through Year 9 and ensure that students are able to work to the best of their 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, students of Haydon School have agreed to:

- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- wear the Haydon uniform correctly at all times during the school day and on the journey to and from school
- attend school and arrive on time
- 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 child's continued success.

S Robson
Headteacher

YEAR 9

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.

Term 1: Giacometti Sculpture

Term 2: Futurism

Term 3: Artist Timeline

ASSESSMENT:

Classwork and homework are individually assessed. Students are given a separate grade for attainment and effort. 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.

Self Assessment

Students are given a self assessment sheet once every term. The teacher will indicate on the sheet what level the student is working at. Students will then evaluate their work and set targets for improvement.

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 improve and how to get there.

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 should be carried out. Teachers will set and explain homework at the beginning of the lesson.

EQUIPMENT:

All students will need a sketch pad, drawing pencils, rubber and sharpener. These can be purchased as an art pack from the Art Department. Students must wear an art apron (old shirt, t-shirt) for every lesson. The text book used is 'Art Matters' ISBN 0-435-81204-1

WAYS IN WHICH PARENTS CAN HELP:

Try to encourage students to add their own extension work to each project. Please make sure that your child brings the equipment necessary to every lesson. Please 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:	Ms S Grealish, Miss R Skertchly, Ms S Darwish, Ms P Rubie Miss M Wertheimer	

YEAR 9

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, acrylic, food, textiles, card and paper. Students 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 9 which have been designed to develop skills in research, writing a brief, developing ideas, communicating ideas, making the chosen idea and testing it. The projects for Year 9 are Futura – designing and making pewter jewellery/ornaments, a graphic design project to design and make a fragrance display stand, a printed fabric and fashion design presentation in textiles and an introduction to catering to design and make a multi-cultural menu. Students will start some projects by designing a product, then making their design. In others they will learn about materials and develop their skills in working with those materials.

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 slant. Therefore, some areas may have more work allocated to them. **If students are absent, they are expected to make up any missed work.**

HOMEWORK:

Homework will be set on a weekly basis.

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

Resistant Materials – ‘*Design and Make it Resistant Materials Technology*’ ISBN 0-7487-

WAYS IN WHICH PARENTS CAN HELP:

Access to 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:	Miss M Federick, Mr S Knowles, Ms R Ndegwa, Mr G Nicholls, Miss R Perry, Miss S Taank, Ms M Wertheimer, Mr P Rodgers, Ms C Gunter, Mr N Taylor	

YEAR 9

FACULTY:	ENGLISH
DEPARTMENT:	ENGLISH

COURSE OUTLINE:

The students will study:

- A novel (*'Stone Cold'*)
- A play (*'Romeo & Juliet'*)
- War poetry
- Enrichment
- A GCSE original writing unit (summer term)

They will frequently engage in speaking and listening activities, at least three of which will be graded by the teacher. They will have a grammar lesson once a week to build on the necessary skills they will need for their GCSEs.

ASSESSMENT:

Students' work will be assessed half termly. Assessment will be based on a variety of speaking and listening, reading and writing activities. While most written work is drafted in exercise books and redrafted for the assessment folder, some work will be carried out under controlled conditions. Students may use computers unless otherwise instructed. However, they must never plagiarise.

HOMEWORK:

As usual, there will be two homeworks a week, one reading and one writing. Students should spend at least thirty minutes per homework, but those who wish to improve their grades often increase that time. If for any reason your child cannot do homework, a note from you in the organiser will prevent detention.

EQUIPMENT:

We recommend that students carry a dictionary. Students will need a pen, pencils and a rubber in most English classes. Coloured pencils or felt-tips are also useful.

WAYS IN WHICH PARENTS CAN HELP:

Check that written homework is carried out. Sign the organiser to guarantee that the reading homework has been done. Remind students to save work which is carried out on the computer. Buy recommended revision guides.

HEAD OF FACULTY:	Ms L Beauchamp	EMAIL ADDRESS: lbeauchamp@hillingdongrid.org
SUBJECT TEACHERS:	Ms S Baker, Ms L Beauchamp, Mrs M Giddens, Miss D Hines, Mr T Ogunlade, Ms L Rundle, Ms R Sutton, Mr A Williams, Ms S Touhey, Ms A Alexander, Ms A Qureshi, Ms M Burke and Ms D Jarrett	

YEAR 9

FACULTY:	HUMANITIES
DEPARTMENT:	GEOGRAPHY

COURSE OUTLINE:

Geography is a Foundation Subject in Key Stage 3. The topics covered in this year will be:

- Development
- South Africa
- Geography of World Sport
- Global issues/Ecosystems
- Local actions, Global effects

At the end of the year teachers will report a National Curriculum level in Geography based on performance in exams, assignments and lessons over the year

ASSESSMENT:

There will be end of unit tests and project work to assess knowledge, understanding and skills covered in the unit.

HOMEWORK:

This will be set once a week and should take about half an hour to complete. There will be a variety of formal written work and learning work for exams.

EQUIPMENT:

In common with all lessons, it is expected that students will have their exercise book, pen, pencil, ruler, rubber and colouring pencils (not felt-tips). It would be very helpful if an atlas was available at home.

WAYS IN WHICH PARENTS CAN HELP:

Please encourage students to read through work for mistakes and possible improvements. Please try to provide a suitable, quiet place to work and ensure that they spend sufficient time on homework to complete it to the best of their ability. Encourage further private study, using reference books or the Internet, looking at geographical stories and issues in the media.

HEAD OF FACULTY:	Ms L Sandell	EMAIL CONTACTS:
HEAD OF KS3 GEOG:	Mr T Randman	lsandell@hillingdongrid.org trandman@hillingdongrid.org
SUBJECT TEACHERS:	Ms D Barber, Miss A Hulme, Ms S Mead, Mr T Randman, Ms L Sandell	

YEAR 9

FACULTY:	HUMANITIES
DEPARTMENT:	HISTORY

COURSE OUTLINE:

Students cover the following topics:

- Black Peoples of America. An understanding of Freedom and Equality, The Slave Trade and Slavery in America. The American War of Independence and the Civil War. Civil Rights, Separation, The Protest Movement and Martin Luther King.
- The Twentieth Century World. Students study various aspects of the twentieth century e.g. the First World War, Changing Roles of Women, the Rise of the Dictators in Europe, the Outbreak of the Second World War and its Consequences.
- It is hoped that a day visit to the site of the Battlefields of the First World War will take place in the Spring Term of Year 9.

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:

Homework will be set once a week. Students are set a variety of activities including research, creative writing, reading, plays, constructing models etc. It should take between 20 and 30 minutes. Homework must be completed on time and books should be handed in on a regular basis.

EQUIPMENT:

Students will be issued with an exercise book and paper where appropriate. Students will be expected to have the necessary writing equipment, a ruler and colouring pencils. Access to an encyclopaedia or general historical reference books would also assist students. The textbook used is '*Living Through History 3*' ISBN 0 435 30963 3.

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in history and on a regular basis read through their written work. However please bear in mind that some activities are not written ones or are not written up into best straight away. Students would benefit not only from being a member of the school library, but also their branch library. Parents could encourage their child to use the library's resources regularly.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
KS3 HISTORY COORDINATOR:	Mr M Chataway	EMAIL ADDRESS: mchataway@hillingdongrid.org
SUBJECT TEACHERS:	Ms J Ashman, Ms C Gray, Ms L Newman, Mr M Chataway, Ms G Gatsky, Mr A Nowicki	

YEAR 9 & 10

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES - GCSE (Short Course)

COURSE OUTLINE:

Religion and Life

Students study five units over two years and take one exam. There is NO coursework. Students have one lesson each week and homework is set each week. With each topic, students learn about non-religious, Christian and Muslim attitudes.

The units are:

Believing in God

- Creation and the Big Bang
- Arguments in favour of God
- The Problem of Evil and Suffering

Matters of Life and Death

- The Sanctity of life
- Abortion
- Euthanasia

Marriage and the Family

- Marriage & cohabitation
- Divorce
- Family life

Community Cohesion

- The role of men and women
- Multi-faith society
- Racism and discrimination

Exam Board: Excel

Syllabus: Unit A

YEAR 9 & 10 (Continued)

ASSESSMENT:

There are three main areas assessed at the end of the course:

- Recall, select, organise and deploy knowledge of the syllabus content;
- Describe, analyse and explain the relevance and application of a religion or religions
- Evaluate different responses to religious and moral issues

Students will be assessed during the year at the end of each unit. The GCSE short course is assessed by a two hour written exam paper at the end of Year 11. Grades will be awarded from A*-G. There is no coursework component.

HOMEWORK:

Homework is set every lesson and will take a variety of forms. It is required to fulfil the extent of the syllabus.

EQUIPMENT:

Students are issued with an exercise book which must be brought to each lesson. Necessary stationery must also be brought. Relevant resources are available in the department, though students will be supplied with a syllabus and guidance notes for reference.

Textbook: *'Religion and Life'*

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in Religious Studies. If issues are being discussed within lessons, parents can assist by discussing them with their child at home and encourage them to develop viewpoints which they can justify.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr A Berg Mrs K Gajparia	EMAIL ADDRESS: aberg2@hillingdongrid.org kditcher@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Gajparia, Mr A Berg, Mrs T Maze, Ms L Newman	

YEAR 9 & 10

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES - GCSE (Full Course)

COURSE OUTLINE:

Religion and Society

Students can opt to make their GCSE a full one. In this case they have two exams. Students study five units over two years. There is NO coursework. Students have one lesson each week during lunchtime (a twilight class) and homework is set each week. With each topic, students learn about non-religious, Christian and Muslim attitudes.

The units are:

Environment and Medical Issues

- Fertility Treatment
- Genetic Engineering
- Organ Transplants
- The Threat of Pollution
- Creation and Stewardship
- Animal Rights

Crime and Punishment

- Law and Justice
- Theories of punishment
- Capital Punishment

Peace and Conflict

- Pacifism and War
- Bullying
- Conflict with family and friends

Religion and Social Responsibility

- The authority of Religion
- The Political System in the UK
- The Welfare State

Exam Board: Excel

Syllabus: Unit H

YEAR 9 & 10 (Continued)

ASSESSMENT:

There are three main areas assessed at the end of the course:

- Recall, select, organise and deploy knowledge of the syllabus content;
- Describe, analyse and explain the relevance and application of a religion or religions;
- Evaluate different responses to religious and moral issues.

Students will be assessed during the year at the end of each unit. The GCSE full course is assessed by one written exam paper at the end of Year 11, of 1 hour 45 minutes. Grades will be awarded from A*-G. There is no coursework component.

HOMEWORK:

Homework is set every lesson and will take a variety of forms. It is required to fulfil the extent of the syllabus.

EQUIPMENT:

Students are issued with an exercise book which must be brought to each lesson. Necessary stationery must also be brought. Relevant resources are available in the department, though students will be supplied with a syllabus and guidance notes for reference.

Textbook: *'Religion & Society'*

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in Religious Studies. If issues are being discussed within lessons, parents can assist by discussing them with their child at home and encouraging them to develop viewpoints which they can justify. The course is designed with a view to encouraging students to be aware of current issues in the media.

HEAD OF FACULTY:	Ms L Sandell	EMAIL ADDRESS: lsandell@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr A Berg / Mrs K Gajparia	EMAIL ADDRESS: aberg2@hillingdongrid.org EMAIL ADDRESS: kditcher@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Gajparia, Mr A Berg, Mrs T Maze, Ms L Newman	

YEAR 9

FACULTY:	INFORMATION COMMUNICATION TECHNOLOGY
DEPARTMENT:	ICT (DIPLOMA IN DIGITAL APPLICATIONS (DiDA)) and OCR NATIONALS IN ICT LEVEL 2

COURSE OUTLINE:

For the first two terms all Year 9 students will do a School Based Project which will combine skills and knowledge required by both courses. In the summer term students will follow either the DiDA or OCR course depending on their preferred learning style and their achievement in the School Based Project. During the School Based Project students will work on an exciting project and be expected to research information, analyse data, communicate information and present work in both paper and multimedia formats. They will also create an e-portfolio to showcase their work.

DiDA - DiDa is the Diploma in Digital Applications, a revolutionary suite of four paperless qualifications from Edexcel that focuses on the practical application of technology. DiDA qualifications prepare students for the real world of work or further education. They are designed to stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects. This qualification is worth up to four GCSEs at grades A* to C. There is no traditional examination for this course but Edexcel produce a special project for each Unit which is assessed. In the summer term students will begin Unit 1.

Unit 1: Using ICT: This will include web design, creating multimedia presentations, carrying out research and using spreadsheets and databases to analyse data and produce graphs. Students will also create paper-based documents such as flyers and sponsorship forms.

OCR - The OCR Nationals suite of qualifications provided candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related, skills-based qualifications that provide valuable opportunities for individuals to develop skills and understanding which will support entry into work or work related training. The OCR Nationals are attractive, practically-based qualifications intended to stimulate the interest of students. This qualification is worth up to four GCSEs at grades A* to C. All work is assessed as coursework and there is no traditional examination for this course. In the summer term students will begin Unit 1.

Unit 1: Using ICT: This will include research tasks, email, business documents, multimedia presentations, spreadsheets and databases.

ASSESSMENT:

DiDa: This qualification is worth up to four GCSEs at grades A* to C. There is no traditional examination for this course but Edexcel produce a special project brief for each Unit which is assessed.

OCR: This qualification is worth up to four GCSEs at grades A* to C. All work is assessed as coursework and there is no traditional examination for this course.

HOMEWORK:

Homework is set every week and will generally be research, planning and designing. It will sometimes involve completing computer based tasks. Computer room are open to students before school, every lunch time and after school if students have limited or no access to either a computer or the Internet at home.

EQUIPMENT:

A PC with internet connection and Microsoft Office and Adobe Creative Suite Web Standard software installed would be advantageous. Student licences for Microsoft and Adobe software are available from computer suppliers at reduced costs. Students will also be able to access their work and support materials at home via Fronter, if they have an internet connection.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by showing an interest in their child's work, by helping with planning, organisation, proof reading and giving feedback on project work before it is submitted.

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

YEAR 9

FACULTY: MATHEMATICS

DEPARTMENT: MATHEMATICS

COURSE OUTLINE:

The Year 9 Mathematics programme follows the renewed Key Stage 3 National Strategy and will incorporate the functional aspects of mathematics. Students are taught in sets throughout Year 9. Most students will be working on revision of National Curriculum level 5 and mainly on level 6. In May all students will sit an examination before embarking on their GCSE course. The following objectives are more critical than others and it is our aim that the majority of students be confident with at least these topics by the end of Year 9:

- Add, subtract, multiply and divide fractions
- Use proportions to solve problems
- Estimate answers to calculations
- Construct and solve linear equations with integer coefficients
- Generate terms of a sequence using term-to term and position-to-term definitions
- Write an expression to describe the n th term of an arithmetic sequence
- Given values for m and c , find the gradient of lines given by equations of the form $y = mx + c$
- Plot and interpret graphs arising from real life situations
- Solve problems using properties of angles, of parallel and intersecting lines and of triangles and other polygons
- Know that translations, rotations and reflections preserve length and angle and map objects on to congruent images
- Know and use the formulae for the circumference and area of a circle
- Design a survey or experiment to capture the necessary data from one or more sources and then trial and refine data collection sheets, having decided on a suitable sample size
- Communicate interpretations of a statistical enquiry using selected tables, graphs and diagrams, using ICT as appropriate
- Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems

ASSESSMENT:

Monitoring and assessment will take the form of homework and a formal test each term. Students will be given the opportunity to improve their mental skills through regular testing in class. Students will go through a termly process of self-assessment.

HOMEWORK:

Homework is set once a week and will focus primarily on topics taught. Homework may be computer based.

EQUIPMENT:

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

WAYS IN WHICH PARENTS CAN HELP:

Parents can support by taking an interest in their child's work and by helping where appropriate. They should ensure that adequate time is spent on the homework and that workings are shown. There are several good websites we recommend for consolidation and enrichment and these can be accessed via Fronter.

HEAD OF FACULTY: Mr A Mirkovic **EMAIL ADDRESS:** amirkovic@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, Mr A Mirkovic, Mr R Austin, Miss K Punjwani, Ms M Wyman, Ms A Brimble, Ms S Lackey, Ms K Mahendrarajah, Ms L Emerson

YEAR 9

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: FRENCH

COURSE OUTLINE:

Expo 3

Leisure and hobbies
Future plans and education
Health and illnesses
Past holidays
Planning for the future

- Attainment Target 1 Listening – understand a range of texts
- Attainment Target 2 Speaking – Speak on a range of topics and preparing longer presentations involving use of different tenses
- Attainment Target 3 Reading – Understand a range of texts written in a variety of styles
- Attainment Target 4 Writing – Write on a range of topics, including past, present and future

ASSESSMENT:

- Marking of classwork and homework based on a National Curriculum level for content, a comment in French and a diagnostic target in English
- Regular End of Unit tests with National Curriculum Grades
- Speaking assessment prepared for classroom participation and/or work with the Language Assistant
- Approximately 4 major tests per year

HOMEWORK:

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

EQUIPMENT:

Textbook (for use in class), exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils, bilingual dictionary and we very strongly advise that students purchase Collins French Pocket Dictionary, ISBN 0 00 470396 0 - £6.99

WAYS IN WHICH PARENTS CAN HELP:

Check presentation and work in exercise books and vocabulary books
Test students on their vocabulary
Encourage speaking in 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)

HEAD OF FACULTY: Mr T Bowen **EMAIL ADDRESS:** tbowen@hillingdongrid.org

SUBJECT TEACHERS: Mr J Earnshaw-Crofts, Ms I Norguet, Mrs H Sidhu,
Mrs Webb-Jones

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	GERMAN

COURSE OUTLINE:	
Logo 3	
Personal ID	Europe
Describing where you live	Healthy eating
Fashion	Free time activities and helping around the house
Talking about holidays, past, present and future	
<u>Attainment Target 1</u>	Listening – understand a range of texts
<u>Attainment Target 2</u>	Speaking – speak on a range of topics and preparing longer presentations involving use of different tenses
<u>Attainment Target 3</u>	Reading – understand a range of texts written in a variety of styles
<u>Attainment Target 4</u>	Writing – write on a range of topics, including past, present and future
ASSESSMENT:	
<ul style="list-style-type: none">• Marking of classwork and homework with a comment in German and a diagnostic target in English• Regular End of Unit tests with National Curriculum Grades for listening, reading and writing• Speaking assessment prepared for classroom participation and/or work with the Language Assistant• Approximately 4 major tests per year	
HOMEWORK:	
Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.	
EQUIPMENT:	
Textbook (for use in class), exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils, bilingual dictionary and we very strongly advise that students purchase Collins German Pocket Dictionary - £6.99.	
WAYS IN WHICH PARENTS CAN HELP:	
Check presentation and work in exercise books and vocabulary books Test students on their vocabulary Encourage speaking in the language at home Watch relevant foreign language learning programmes with students Encourage reading in the foreign language (eg Mary Glasgow magazines, easy readers)	

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr A Robertshaw	EMAIL ADDRESS: arobertshaw@hillingdongrid.org
SUBJECT TEACHERS:	Mr T Bowen, Mr A Robertshaw, Mr K Squibb, Ms R Goddard	

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	ITALIAN

COURSE OUTLINE:	
Units:	
<ul style="list-style-type: none">• Daily routine in the past and present• Festivals and past celebrations• Holidays and travel arrangements• Pocket money and part time jobs• Personal interests and activities, in three tenses	
<u>Attainment Target 1</u>	Listening - understand a range of texts
<u>Attainment Target 2</u>	Speaking - Speak on a range of topics and preparing longer presentations involving use of different tenses
<u>Attainment Target 3</u>	Reading - Understand a range of texts written in a variety of styles and tenses
<u>Attainment Target 4</u>	Writing - Write on a range of topics, including past, present and future tenses

ASSESSMENT:	
<ul style="list-style-type: none">• Marking of classwork and homework based on National Curriculum levels, a comment in Italian and a diagnostic target in English• Regular End of Unit tests with National Curriculum Grades for listening, reading and writing• Speaking assessment based on for classroom participation, work with the Language Assistant and tests• Approximately 3 major tests per year	

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

EQUIPMENT:
Textbook ' <i>Tutti Insieme 2</i> ', exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils, bilingual dictionary and we very strongly advise that students purchase Collins Italian Pocket Dictionary, ISBN 0 00 470399 5- £6.99.

WAYS IN WHICH PARENTS CAN HELP:
Check presentation and work in exercise books and vocabulary books
Test students on their vocabulary
Watch relevant foreign language learning programmes with students
Encourage reading in the foreign language and use of language learning websites

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
HEAD OF DEPARTMENT:	Mr J Earnshaw-Crofts	EMAIL ADDRESS: jearnshawcrofts@hillingdongrid.org
SUBJECT TEACHERS:	Mr J Earnshaw-Crofts, Ms C Fontana, Ms E Kilburn, Ms L Morris, Mrs K Webb-Jones	

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	SPANISH

COURSE OUTLINE:	
Units	
Travelling	Free time
Holidays	Opinions
Health	Cinema
<u>Attainment Target 1</u>	Listening - understand a range of texts.
<u>Attainment Target 2</u>	Speaking - speak on a range of topics
<u>Attainment Target 3</u>	Reading - understand a range of texts
<u>Attainment Target 4</u>	Writing - write on a range of topics

ASSESSMENT:
<ul style="list-style-type: none">• Marking of classwork and homework based on a National Curriculum level, a comment in Spanish and a diagnostic target in English• Regular End of Unit tests with National Curriculum Grades for listening, reading and writing• Speaking assessment prepared for classroom participation and/or work with the Language Assistant• Approximately 4 major tests per year

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

EQUIPMENT:
Textbook: <i>'Listos'</i> , exercise book, organiser, pen, pencil, ruler, rubber, glue stick, coloured pencils, bilingual dictionary and we very strongly advise that students purchase <i>'Collins Spanish Pocket Dictionary'</i> , ISBN 0 00 470398 7 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:
Check presentation and work in exercise books and vocabulary books
Test students on their vocabulary (which is found at the end of each module in the text book)
Encourage talking of the language at home
Watch relevant foreign language learning programmes with students (e.g. BBC Learning Zone)
Encourage reading in the foreign language (eg Mary Glasgow magazines, easy readers)
Encourage use of Foreign educational websites e.g. www.linguascope.com

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HEAD OF DEPARTMENT:	Mrs K Daley	EMAIL ADDRESS: kdaley@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Daley, Ms G Daly, Ms L Morris, Ms I Norguet, Mr A Robertshaw	

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
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DEPARTMENT:	TWILIGHT CLASSES
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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 class and daily lunchtime clubs. This initiative started eight years ago and has proved most popular with all year groups.

Selected students are also offered the opportunity to study Japanese as a twilight subject in addition to the two languages studied in their standard curriculum.

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
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YEAR 9

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

Topics covered:

- Shaking up Shakespeare
- Hostages
- Soap Opera
- Music to create
- Devising

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, composing scripts and researching topics.

EQUIPMENT:

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

WAYS IN WHICH PARENTS CAN HELP:

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

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HEAD OF DEPARTMENT:	Miss J Goldthorpe	EMAIL ADDRESS: jgoldthorpe@hillingdongrid.org
SUBJECT TEACHERS:	Miss J Goldthorpe, Mr A Maclean, Miss C Greaves	

YEAR 9

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC

COURSE OUTLINE:

The Year 9 Music Course is divided into four units of work. In each unit students will be involved in practical work. Throughout the year students will improve their abilities in the key areas of singing, instrumental playing, composing, developing musical ideas, and using music technology. Students also complete written work that develops their reviewing and listening skills and where they have to apply their musical knowledge and understanding. The four units are:

1. **World Music** – students learn about the conventions used in Indian raga and West African drumming. They listen to and analyse several examples from each tradition and compose their own pieces that use conventional techniques for each style.
2. **The Stage Musical** – pupils develop their ability to perform with an awareness of other art forms including drama, art, and fashion. They perform selected scenes and songs from notable musicals.
3. **Film Music** – students perform film themes and analyse how music is composed for particular film genres. Students gain an understanding of the devices used by composers to create a strong atmosphere and support the images on screen.
4. **Composing for Film** – pupils have the opportunity to apply the knowledge gained in the previous unit by composing music to accompany video clips. Students produce a portfolio of compositions in a range of styles.

ASSESSMENT:

Pupils 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 pupil a level, taking into account the performing, composing and listening and appraising work they have undertaken during the unit. There will be opportunities for pupils 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 though theory, practising, composing, analytical listening, researching and finding listening material to bring to the lessons. It is of great benefit for pupils to listen to a wide variety of music outside the classroom.

EQUIPMENT:

Pupils will have a book in which they keep their written work. Written work is usually done in pen but all music theory is done in pencil. For practical lessons pupils may be required to bring in their own musical 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. Parents should ensure that any instruments brought into school are insured privately.

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. Children who receive instrumental or vocal tuition at the school are expected to attend at least one extra curricular 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

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HEAD OF DEPARTMENT: Miss H Day

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

YEAR 9

FACULTY:	PHYSICAL EDUCATION
DEPARTMENT:	PE

COURSE OUTLINE:

Physical Education at Haydon aims to develop students' physical competence and confidence and their ability to use these to perform in a range of activities. It also promotes positive attitudes towards active and healthy lifestyles in both curricular and extra-curricular time.

The Physical Education course at Haydon provides a balanced programme of activities in line with the new PE Curriculum from which all students have an opportunity to derive success.

For students in Year 9, Physical Education aims to develop movement, co-ordination and basic games skills learned in Year 8. The students also prepare themselves for Key Stage 4 work including GCSE and Junior Sports Leader awards. The Year 9 programme consists of Games, Dance, Gymnastics, Athletic activities Safe and Effective Exercises and Outdoor activities.

Activities covered include: Athletics, Badminton, Basketball, Cricket, Dance, Football, Gym, Hockey, Netball, Rounders, Rugby, Tennis, Trampolining and Fitness

ASSESSMENT:

Students are continually assessed throughout the course and are given a National Curriculum level for each activity area. They are formally assessed at the end of Key Stage 3 in line with the National Curriculum guidelines.

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:

Students will require the appropriate kit as set out in the school prospectus for each activity area. The kit must be worn at all times and, when students are excused participation, they must still bring their kit and appropriate footwear for the lesson, as well as a note explaining the reason for their non-participation.

WAYS IN WHICH PARENTS CAN HELP:

Parents can take a leading role in providing the opportunity for students to follow a healthy and active lifestyle both within school and in their leisure time.

HEAD OF FACULTY:	Mrs M Wall	EMAIL ADDRESS: mcrane@hillingdongrid.org
SUBJECT TEACHERS:	Mr D Gosling, Mrs K Avent, Miss K Hannan, Mr C Jepsen Mr A Karadia, Mrs M Richards, Mr G Searle, Mrs M Wall	

YEAR 9

FACULTY:	SCIENCE
DEPARTMENT:	KS3 SCIENCE

COURSE OUTLINE:

“Exploring Science” is a lively, carefully structured course written specifically for the 11-14 curriculum. It focuses on clear explanations of concepts presented in familiar and interesting way, as well as a heavy emphasis on practical activities.

Progression and consolidation are planned into “Exploring Science” over the three years of the course. This is a relatively new course offered by Haydon beginning last year and written specifically for the QCA scheme of work. The course focuses on learning within a practical-based framework, enabling students to learn in a very hands-on manner and ICT activities support some of this work.. The vast majority of lessons will include at least some practical component.

In Year 9 and throughout KS3, students are taught in mixed-ability groups.

ASSESSMENT:

Two block tests and a mock exam will be set during the year. Students are encouraged to use the ‘traffic light’ self assessment and target setting approach, to monitor their own learning against lesson objectives. In addition, students regularly complete ‘Assessment for Learning’ activities throughout the course that enables them to ascertain where they currently are and what they need to do to achieve the next level.

The results of the block tests form the basis of the termly National Curriculum level.

HOMEWORK:

Homework is set for approximately 50 minutes per week. Most tasks will be set from a collection of assignment sheets. All students are loaned a textbook at the start of the academic year, for use as reference material during the course.

EQUIPMENT:

A red exercise book will be issued. It can be backed with a clear cover, but it should remain free of graffiti. Otherwise, a pen, pencil, ruler and other basic stationery will suffice for most lessons. The textbook used to support the course is ‘Exploring Science 9’ ISBN 0-582-53570-0. Students are responsible for this book from when it is issued until it is returned at the end of the year.

WAYS IN WHICH PARENTS CAN HELP:

Please check that homework is being set and completed regularly. Students may ask for support with homework assignments. Support can be given with revision using the Exploring Science 9 textbook, SAM learning, BoardWorks and useful websites such as www.bbc.co.uk

HEAD OF FACULTY:	Mr D Dennis	EMAIL ADDRESS: ddennis@hillingdongrid.org
DEPUTY HEAD OF FACULTY	Mr A Azariah	EMAIL ADDRESS: aazariah@hillingdongrid.org
SUBJECT TEACHERS:	Mr Azariah, Mr M Shah, Ms R Cotterell, Dr S Hoyle, Mrs A Johnston, Ms J Lewell, Ms S Kazim, Mr A Mahmud, Mr L Muhammad, Ms S Pandya, Ms C Saeeb, Mr H. Koyani	

YEAR 9

FACULTY:	SOCIAL SCIENCES
DEPARTMENT:	CITIZENSHIP

COURSE OUTLINE:

Citizenship is on the curriculum for all students in Year 9 and is taught in form groups for one 50 minute session a week. The course is designed to meet the National Curriculum requirements for Citizenship and PSHE relevant to Haydon students. In Year 9 students are encouraged to develop the basic communication skills and knowledge acquired in Years 7 and 8, through the following units of work:

- Government, Human Rights and Responsibilities
- Careers and options 14+
- My money
- Drugs
- Work – life balance and managing stress
- Sex and Relationships education
- Emergency First Aid

Year 9 also receive a transport safety awareness presentation from Transport for London in September.

ASSESSMENT:

Self assessment is ongoing throughout Years 7-9. Students are formally assessed once a year according to National Curriculum Criteria. These assess the development of their:

- Knowledge and understanding about becoming an informed citizen
- Skills of enquiry and communication
- Skills of participation and responsible actions

At the end of the year students are given a grade of working towards, working at or working beyond the expected level.

HOMEWORK:

Three homeworks are set per half term mainly to enrich classroom learning. Students maybe asked to bring resources to a lesson, carry out research, prepare for lessons, revise or create letters/posters in response to lessons.

EQUIPMENT:

Pen, pencil, ruler citizenship books which are to be left in the classroom unless homework is set.

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to talk about the work and issues they have covered in lessons. Participating in activities which can be of benefit to the school or local community can support students towards becoming responsible citizens. It is also good for students to keep up with current affairs particularly the news and local, national and global events.

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SUBJECT TEACHERS:	Year 9 Form Tutors	