



HAYDON SCHOOL

CURRICULUM GUIDES

2011/2012

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
- wear and display the Haydon ID badge at all times during the school day
- to only use i-pods, MP3 players and mobile phones in agreed areas at agreed times
- 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

Terms 2 & 3: Futurism

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.

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 Darwish, Ms S Grealish, Ms G Rezard, Ms P Rubie, Miss R Skertchly	

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 four 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 packaging and marketing material for a fragrance, a cushion 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.

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 Fedrick, Ms C Gunter, Ms S Hawthorne Mr S Knowles, Ms R Ndegwa, Mr G Nicholls, Mr P Rodgers, Miss S Taank, Mr N Taylor	

YEAR 9

FACULTY:	ENGLISH
DEPARTMENT:	ENGLISH

<p>COURSE OUTLINE:</p> <p>The students will study:</p> <ul style="list-style-type: none">• A novel (<i>'Stone Cold'</i>)• A play (<i>'Romeo & Juliet'</i>)• War poetry• Enrichment• A Spoken Language Module (summer term) <p>Pupils 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.</p>
<p>ASSESSMENT:</p> <p>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, some teacher assessed work will be completed on paper and kept in the assessment folder. Some work will be carried out under controlled conditions. Students may use computers unless otherwise instructed. However, they must never plagiarise.</p>
<p>HOMEWORK:</p> <p>As usual, there will be two homeworks a week; one reading and one writing. Students should spend at least 30 minutes per homework, but those who wish to improve their grades often increase that time. If for any reason your child cannot do the homework, a note from you in the organiser will prevent a detention.</p>
<p>EQUIPMENT:</p> <p>We recommend that students carry a dictionary. Students will need a working pen (and spare), pencils and a rubber in most English classes. Coloured pencils or felt-tips and a glue stick are also useful.</p>
<p>WAYS IN WHICH PARENTS CAN HELP:</p> <p>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 and encourage pupils to read widely.</p>

HEAD OF FACULTY:	Ms L Beauchamp	EMAIL ADDRESS: lbeauchamp@hillingdongrid.org
SUBJECT TEACHERS:	Ms A Alexander, Ms L Baker, Ms S Baker-Perkins, Ms L Beauchamp, Mr P Bond, Ms M Burke, Ms E Hamilton, Ms D Jarrett, Ms S Noonan, Mr T Ogunlade, Mr A Williams, Ms A Qureshi, Miss E Richards	

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:

- **Globalisation** – this unit will look at economic and cultural aspects of globalisation. There will be an in-depth study of China as a case study of a country currently undergoing massive changes.
- **Coastal geography** – this unit will look at the key features and processes found at coastlines around the world. There will be an assessment on how to protect the North Norfolk coastline. The unit will finish looking at the Pacific Islands.
- **Development** – this unit will look at how development is measured (in terms of both human and economic measures) and its pattern across the world. The unit goes on to consider the impacts of aid and investment in stimulating development.
- **Environmental issues** – this unit covers a range of topics from energy and global warming to deforestation and biodiversity.

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:	Mrs L Hall	EMAIL ADDRESS: lhall42@hillingdongrid.org Ahulme1@hillingdongrid.org
HEAD OF GEOGRAPHY:	Miss A Hulme	
SUBJECT TEACHERS:	Ms D Barber, Miss R Holmes, Miss A Hulme, Ms S Mead, Miss B Volkelt-Igoe	

YEAR 9

FACULTY:	HUMANITIES
DEPARTMENT:	HISTORY

COURSE OUTLINE:

Students cover the following topics:

- The Twentieth Century World. Students study a variety of aspects of the twentieth century.
- The course starts with an overview of changes in the century, asking whether life got better for people in the 20th Century.
- Both World Wars are investigated in detail: their causes, key events, lasting significance and consequences.
- Social changes between the wars and in the post World War II world are investigated, giving students a broad awareness of how the last century shaped the world in which they live.
- Students visit Belgium and see first-hand the legacy of the First World War.

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. A variety of textbooks and other resources are used and these will be provided in class.

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 in neat straight away. Students would benefit not only from being a member of the school library, but also their local library. Parents could encourage their child to use the library's resources regularly.

HEAD OF FACULTY:	Ms L Hall	EMAIL ADDRESS: lhall42@hillingdongrid.org
SUBJECT TEACHERS:	Mr M Chataway, Ms G Gatsky, Ms C Gray, Ms R Hillel, Mr S Warner	

YEAR 9 & 10

FACULTY: HUMANITIES

DEPARTMENT: RELIGIOUS STUDIES - GCSE

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: Edexcel

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 Hall	EMAIL ADDRESS: TBC
HEAD OF KS4:	Mr A Berg	EMAIL ADDRESS: aberg2@hillingdongrid.org
SUBJECT TEACHERS:	Mr A Berg, Ms L Hall , Ms H Mead, Ms B Money	

YEAR 9

FACULTY: INFORMATION COMMUNICATION TECHNOLOGY

DEPARTMENT: ICT

COURSE OUTLINE:

For the first two terms all Year 9 students will follow a programme of study specifically designed to develop the skills and knowledge required by the new GCSE ICT course. During this programme students will; process and present information in appropriate formats, select appropriate hardware and software and investigate the impact and implications of various forms of technology. The programme of study is divided up into the following areas:

- Mobile Computing
- Gathering and Presenting Information
- ICT in the Home
- Spreadsheet Modelling
- The Online World
- Digital Graphics
- Digital Publishing
- Testing and Evaluation
- Entertainment
- Impact of ICT
- Good Practice in ICT

In the new ICT GCSE students are assessed through controlled assessments and traditional examinations. Controlled assessments consist of practical tasks which must be completed under controlled conditions and within strict time constraints. During Year 9 students will sit mock controlled assessments and examinations in order to fully prepare them for the GCSE ICT course.

ASSESSMENT:

Students will undertake one mock examination and the following controlled assessments:

1. Gathering and Presenting Information
2. Spreadsheet Modelling
3. Digital Publishing

HOMEWORK:

Students will be regularly set short online assessments, which are designed to assess their understanding of the theoretical elements of the subject. In addition to this they will also be required to create paper based designs and plans for the products they produce in class.

EQUIPMENT:

A PC with internet connection and Microsoft Office would be advantageous, however this is not essential as access to ICT facilities is provided before and after school and during lunchtime. Student licences for Microsoft 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.

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.

HEAD OF FACULTY: Miss S Clifford **EMAIL ADDRESS:** sclifford@hillingdongrid.org

SUBJECT TEACHERS:

Mr A Bennett, Miss S Clifford, Mr P Dua-Brown,
Ms L Hollowood, Ms C Lawrence, Mr S McTiernan, Mrs 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.

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: Ms L Emerson **EMAIL ADDRESS:** lemerson2@hillingdongrid.org

SUBJECT TEACHERS: Mr R Austin, Ms A Brimble, Mrs I Clare, Mr I Fowler, Mrs B Haria, Ms K Harrison, Ms H Jones, Mr S Kidd, Mr N Kirby, Ms S Lackey, Mrs J Lothian, Mrs E MacGarty, Miss J Mehta

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	FRENCH

<p>COURSE OUTLINE:</p> <p>Expo 3 Leisure and hobbies Future plans and education Health and illnesses Past holidays Planning for the future</p> <ul style="list-style-type: none">• 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 events
<p>ASSESSMENT:</p> <ul style="list-style-type: none">• 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 four major tests per year
<p>HOMEWORK:</p> <p>Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.</p>
<p>EQUIPMENT:</p> <p>Textbook (for use in class), exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils, bilingual dictionary and we very strongly advise that students purchase '<i>Collins French Pocket Dictionary</i>', ISBN 0 00 470396 0 - £6.99</p>
<p>WAYS IN WHICH PARENTS CAN HELP:</p> <p>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)</p>

HEAD OF Department:	Miss H Benzina	EMAIL ADDRESS: hbenzina@hillingdongrid.org
SUBJECT TEACHERS:	Mrs R Arron, Miss H Benzina, Miss A Hunter, Miss G Liberi, Ms I Norguet Mrs K 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	

- 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 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 four 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. ISBN 978-0-00-725352-4

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, Ms R Goddard, Mr A Robertshaw, Mr K Squibb	

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 • 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 and tenses• Attainment Target 4 Writing - Write on a range of topics, including past, present and future tenses
ASSESSMENT: <ul style="list-style-type: none">• Marking of class work 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 prepared for classroom participation, work with the Language assistant and tests• Approximately three major tests per year
HOMEWORK: <p>Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.</p>
EQUIPMENT: <p>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 '<i>Collins Italian Pocket Dictionary</i>', ISBN 0 00 470399 5- £6.99.</p>
WAYS IN WHICH PARENTS CAN HELP: <p>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</p>

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
HEAD OF DEPARTMENT:	Mrs R Arron	EMAIL ADDRESS: rarron@hillingdongrid.org
SUBJECT TEACHERS:	Mrs R Arron, Ms A Hunter, Ms E Kilburn, Ms G Liberi, Ms L Morris, Mrs K Webb-Jones	

YEAR 9

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	SPANISH

COURSE OUTLINE:	
Units	
Travelling Holidays Health	Free time Opinions Cinema
<ul style="list-style-type: none">• Attainment Target 1• Attainment Target 2• Attainment Target 3• Attainment Target 4	Listening - understand a range of texts. Speaking - speak on a range of topics Reading - understand a range of texts Writing - write on a range of topics
ASSESSMENT:	
<ul style="list-style-type: none">• Marking of class work 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 four 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 2'</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	

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
HEAD OF DEPARTMENT:	Mrs K Daley	EMAIL ADDRESS: kdaley@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Daley, Ms G Daly, Ms A Monfort, Ms L Morris, 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
- Hillsborough Monologues

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 published on Fronter
- Peer practical assessment which will occasionally be published on Fronter
- Written assessment sheets published Fronter
- Half term assessment target sheets published on Fronter

HOMEWORK:

The students complete a series of Fronter based activities including, quizzes, research projects, presentations and drama analysis, 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 will require a pen, pencil, rubber and colour pencils for in-class written work.

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.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS: tdaley@hillingdongrid.org
HEAD OF DEPARTMENT:	Miss M Pennell	EMAIL ADDRESS: mpennell@hillingdongrid.org
SUBJECT TEACHERS:	Mr A Maclean, Miss M Pennell, Miss E Richards	

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. **Performance Project** – students evaluate their own musical performing skills and choose a piece they want to perform in small groups. They formulate a rehearsal action plan and prepare a piece ready for performance at the end of the half term.
2. **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.
3. **Composing Film Music** – students analyse how music is written for particular film genres and use Music Technology Software to compose a film soundtrack along to a video clip.
4. **Extended Research Project** – students research a particular popular or classical musical style and then compose, perform and create a presentation within that music genre.

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 through 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.

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HEAD OF DEPARTMENT:	Mr J Sloan	EMAIL ADDRESS: jsloan@hillingdongrid.org
SUBJECT TEACHERS:	Miss H Collier, Miss E Emerson, Miss J Morgan, 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 (Full course and Short course) and BTEC. 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. Students are advised to purchase protective equipment such as shin pads and gum shields for games activities.

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: mwall1@hillingdongrid.org
SUBJECT TEACHERS:	Mrs K Avent, Miss H Egan Mr D Gosling, 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:

The 'Segue' Course is a flexible, four-unit course, designed to provide a smooth transition from KS3 to KS4. Its innovative context-based style will inspire the scientists of tomorrow. Segue makes the ideal Year 9 programme to extend students scientific skills ready for Core Science and BTEC courses. It systematically introduces concepts from the new GCSE specifications and provides plenty of assessment evidence in order to set targets for improvements. The course motivates and engages students across the whole ability range, it is specifically designed to maximise skills development and understanding of key science concepts as well as covering topics once only to avoid repetition. In Year 9 and throughout KS3, students are taught in mixed-ability groups.

ASSESSMENT:

Students will carry out one APP task per unit which aims to assess all their scientific skills in addition to subject content. These APP tasks will be used to generate their National Curriculum Level. Students will be heavily involved in their own assessment in order to show them how to improve and make them aware of their current achievements. Students are encouraged to set targets for themselves and to monitor their own learning against lesson objectives and the assessment criteria.

HOMEWORK:

Homework will be set by individual teachers. These will mainly be short tasks based on the content of their lessons. This may be research based and students are encouraged to be resourceful in gathering their information. Completion of homework is vital in consolidating learning.

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. Students should have a calculator to bring to their Science lessons.

WAYS IN WHICH PARENTS CAN HELP:

Please check that homework is being set and completed regularly. Students may ask for support with homework assignments and extended projects. Support can be given with revision using, class work, SAM learning, and useful websites such as BBC Bite size. Students should be encouraged to see their subject teacher if they need support with their homework.

HEAD OF FACULTY:	Mrs S Kazim	EMAIL ADDRESS: skazim@hillingdongrid.org
KS3 COORDINATOR	Miss C Ventham	EMAIL ADDRESS: cventham@hillingdongrid.org
SUBJECT TEACHERS:	Mr J Blanchard, Ms E Eagyepong, Miss L Franchina, Mrs N Haider, Mr B Hall, Dr S Hoyle, Ms A Houston, Ms A Johnston, Ms S Kazim, Mr R King, Ms C La Rue, Ms E Masterson, Ms S Pandya, Ms M Quigley, Ms C Saeeb, Ms C Ventham	

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 at 14+
- Money Management
- Substance Abuse
- Sex and Relationships Education
- Democracy and Student Voice

The Sex and Relationships programme is further supplemented by a visit by an NHS school nurse to every form.

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 may be asked to bring in resources for a lesson, carry out research, revise or create posters or leaflets in response to a lesson.

EQUIPMENT:

Pen, pencil, ruler, Citizenship Exercise book which is 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	