



HAYDON
SCHOOL

HAYDON SCHOOL
YEAR 7
CURRICULUM GUIDE 2021-2022

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

www.haydonschool.com
Haydon School, Wiltshire Lane, Pinner, HA5 2LX



In Key Stage 3 (Years 7 and 8) at Haydon we use a flight path model. The 'bands' indicate where the student is on the flight path towards their expected GCSE outcome and the 'On Track' column indicates whether (in the teachers professional judgement) a child is currently on track 'to exceed', 'to meet' or 'to not yet meet' their expected GCSE grade (See Figure 1).

The Minimum Expected Grade (MEG), which is the last column on the school report, is the GCSE grade the student is expected to achieve at the end of Year 11 based on their outcomes at Key Stage 2.

At Key Stage 3 learning should be engaging and creative, preparing to equip students with the necessary skills for GCSE success, as opposed to a 'watered down' GCSE curriculum. Each subject is given flexibility on how they assess their students according to the needs of their subject and as progress is not linear we allow teachers' professional judgement to influence whether a child is on track to fulfil their indicated GCSE MEG.

| KS3 Attainment Bands | | KS4 (Years 9-11) | |
|----------------------|------------|--------------------------|---------------------------|
| Year 7 | Year 8 | New GCSE Numbered Grades | Old GCSE Grade Equivalent |
| Excellence | Excellence | Grades 8-9 | A* |
| Secure | Secure | Grades 6-7 | A-B |
| Developing | Developing | Grades 4-5 | B-C |
| Foundation | Foundation | Grades 1-3 | D-G |

This guide is intended to inform you how your child's progress is recorded and to empower you to support your child's learning.

SUBJECTS APPEAR IN THIS ORDER

- Science
- Mathematics
- English
- History
- Geography
- Religion, Ethics & Philosophy
- French
- Spanish
- Italian
- Music
- Physical Education
- Design & Technology
- Art
- Drama
- Computing

FACULTY: SCIENCE

SCIENCE

YEAR 7 ASSESSMENT OVERVIEW

Students sit three mini assessments and one larger assessment in the first term. The reported attainment band is an aggregated score of these assessments and one additional mini assessment in term two.

ASSESSMENT INFORMATION

Topic test scores are stuck in after each assessment. Students complete a Personalised Learning Checklist (PLC) for each topic they complete to indicate their (self-assessed) understanding of that topic.

COURSE OUTLINE

“Exploring Science” is a lively, carefully structured course written specifically to provide a foundation for further studies in science. It focuses on clear explanations of scientific concepts presented in a familiar and interesting way, as well as on practical activities.

Progression and consolidation are planned into “Exploring Science”. The course focuses on learning within a practical-based framework, enabling students to investigate and question in a very hands-on manner and incorporating “How Science Works” skills. The majority of lessons will include a practical component, encouraging analytical thinking and independent learning.

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 class work, the Haydon google drive science resources and useful websites such as BBC Bite size KS3 chemistry, biology and physics.

FACULTY: MATHEMATICS

MATHEMATICS

YEAR 7 ASSESSMENT OVERVIEW

Students will complete open book assessments in lesson at the end of each topic covered across the year. In addition, students sit formal assessments at the end of each term. Students will be given feedback after their assessments, with areas of strength and areas to improve. This will be recorded in their tracker booklets.

ASSESSMENT INFORMATION

Students record their topic test scores as marks in their tracker booklets. The topic tests are all out of 20. The end of term assessments will be recorded as percentages in their tracker booklets. Tracker booklets will be found inside the students' exercise books. Targets are then set to help support and improve mathematical skills.

COURSE OUTLINE

In year 7, students will be reinforcing maths knowledge from KS2, but also challenged with new content. The students will go through a number of topics outlines below:

Algebraic thinking, Place value and proportion, Applications of number, Directed number, Fractional thinking, Lines and angles and Reasoning with number.

Students will learn the key skills and methods for each topic, but also be able to apply this across a number of areas of maths. The topics are interleaved and will help strengthen the students' understanding of each topic. Problem solving and reasoning is inbuilt in the course.

WAYS IN WHICH PARENTS CAN HELP

Student's homework is set weekly, so making sure the students are completing this on a regular basis will not only support the school, but support your child's maths progression through the year. Homework will consolidate skills that students have previously learned, but also reinforce learning from their lessons. There is a compulsory homework, but also stretch and challenge which students may attempt above the weekly homework.

FACULTY: ENGLISH

ENGLISH

YEAR 7 ASSESSMENT OVERVIEW

Students complete extended writing pieces every three weeks with a formal assessment completed at the end of each unit. Usually, the reported attainment band is calculated as an aggregate across all assessments.

The students will study:

- A Monster Calls by Patrick Ness
- Poetry
- Ghost Boys by Jewell Parker Rhodes
- An Introduction to Shakespeare
- Coraline by Neil Gaiman
- Dragon's Den Unit

ASSESSMENT INFORMATION

Teacher feedback from assessments indicate the band they are working in and can be found after each written assessment. All classwork and assessment feedback can be found in exercise books.

COURSE OUTLINE

The students will study:

- A Monster Calls by Patrick Ness
- Identity Poetry
- Boy by Roald Dahl
- An Introduction to Shakespeare
- Coraline by Neil Gaiman
- Dragon's Den Unit

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 and ensuring they are exposed to a variety of texts from different genres. You can also help by monitoring your child's progress on Bedrock and helping to ensure your child is completing their two weekly lessons.

FACULTY: HUMANITIES

HISTORY

YEAR 7 CURRICULUM INTENT

History in Year 7 aims to give students a broad understanding of the past, contextualising British History into Worldwide History. Exploring topics that help contextualise and understand the modern world today. Starting from the Ancient Greek and Persians through to the Industrial Revolution students will come across thematic, breadth and depth studies preparing them for GCSE and A Level studies.

Students explore the past through Enquiry Questions which vary from 4 to 10 lessons, this question driven approach enables students to come to their own conclusions. The History curriculum has high challenge throughout, with topics designed around current historical research and academia. This pushes all students to think deeply about the past. Students are assessed on their knowledge and understanding through end of topic knowledge tests and written GCSE exam style questions.

| TERM | ENQUIRIES | ASSESSMENT |
|----------------|---|--|
| HT1 SEP-OCT | How do we know what we know about the past? Covering Ancient History and upskilling students in how historians approach and analyse the past. How dark were the Dark Ages? Students understand the interpretations of the past and critically evaluate the nature of the Dark Ages. | Baseline |
| HT2 NOV-DEC | How did the Norman Invasion change England? • Students look at why 1066 is seen as a turning point in British History • Students evaluate the role of factors in an event • Students understand the consequences of the Norman Invasion on England What matter to Medieval People: • Students evaluate historical sources to get a sense of period of the Middle Ages • Students challenge over-simplified conclusions made about the Medieval period • Students draw comparisons between people of the past to modern day society | Battle of Hastings - Factors assessment |
| HT3 JAN-FEB | What travelled along the Silk Roads? Students understand world connections in past millennia How did the power of medieval monarchs change? • Students should gain an understanding of what powers a Medieval monarch had • Students can explain how the power of a king changed over a period of time, using case study examples • Students can analyse the change that occurred & understand the nuance of power | Assessment - Power of Medieval Monarchs |
| HT4 FEB-APR | Why was the fall/ conquest of Constantinople (1453) significant? • Students understand the consequences (short and long term) of the capture of Constantinople • Students gain a wider world view of late Medieval politics Tudor England (divided into smaller enquiries covering Religion, Women and Miranda Kaufmann's Black Tudors) | |
| HT5 APR-MAY | Why did the Civil War break out in 1642? • Students develop their mastery of the second order concept of causation & consequence • They will also be able to explain the causes and consequences of the Civil War What was the most significant period of change in London's History? • Students explore the changing nature of London from AD50 to present day • Students develop a sense of period throughout time and at different eras of London's History | Assessment - Causes of the Civil War Assessment - Significance of changes in London's History |
| HT6 JUN-JUL | How did the Industrial Revolution affect people in Britain? • Students explore the ways the Industrial revolution affected Britain and its people How did the Industrial Revolution make the World a smaller place? • Students understand the global impacts of the Industrial Revolution • Students begin to look at Imperial Expansion in the 1700s and 1800s, linking into their Y8 topics. | |

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, encouraging trips to museums and by visiting relevant places of historical interest. It is also extremely useful to engage students in what is happening in the news, or simply asking "What have you been learning about in History recently?"

FACULTY: HUMANITIES

GEOGRAPHY

YEAR 7 ASSESSMENT OVERVIEW

Each half term students complete a topic. At the end of the topic students complete a written assessment. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

ASSESSMENT INFORMATION

PLCs are given to every student at the beginning of every topic. The assessment sheets with teacher feedback and targets are stapled next to the assessment.

COURSE OUTLINE

Geography is a Foundation Subject in the new 2-year Key Stage 3. The topics covered will be:

- Personal Geographies – An introduction to the subject including the different types of Geography and our place in the world.
- Map Skills – This unit prepares students with the basics in reading maps and atlases, including grid references, compass directions and planning a journey.
- Weather and Climate – This unit investigates the different weather we experience in the UK and how the world's climate zones determine how people can live there.
- Ecosystems – This unit investigates the world's biomes, including an in depth study into tropical rainforests and UK ecosystems.
- Development – This unit investigates the reasons for the differences between rich and poor countries in the world.

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.

FACULTY: HUMANITIES

RELIGION, ETHICS & PHILOSOPHY

YEAR 7 ASSESSMENT OVERVIEW

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

ASSESSMENT INFORMATION

Students will be assessed on their knowledge and understanding of religious, philosophical and non-religious beliefs in relation to the three topics, including knowledge of key terms and examples.

Students will also be assessed on their ability to demonstrate key skills in their work such as: identifying, comparing, describing, explaining, evaluating and justifying their own opinions.

COURSE OUTLINE

Students will engage in an enquiry-based approach to the study of religion, ethics and philosophy. This will include an exploration of key religious and philosophical questions.

There are three main areas of study (one each term)

- Introduction to the Abrahamic religions (exploring the key beliefs and history of Judaism, Christianity and Islam)
- Big Philosophical Questions (Who Am I? What is my purpose? Will I live forever?)
- Am I responsible for others? (Exploring questions of moral responsibility and this includes a student directed research project on inspirational figures)

Students will be required to address their own opinions to these questions as well as understand and evaluate both religious and secular responses.

WAYS IN WHICH PARENTS CAN HELP

Parents are encouraged to read through their child's REP work and discuss this with them regularly. However, please bear in mind that many activities may not be written tasks. Parents can assist by discussing the issues covered with their child, and encouraging them to develop views which they can justify with reasons and respond to opposing opinions.

FACULTY: MODERN FOREIGN LANGUAGES

FRENCH

YEAR 7 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

COURSE OUTLINE

Dynamo 1

- Introducing yourself
- School
- Freetime
- Family
- In town

- Attainment Target 1: Listening – short texts and transcriptions into French and English
- Attainment Target 2: Speaking – short dialogues and presentations
- Attainment Target 3: Reading – short texts
- Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into French and into English

WAYS IN WHICH PARENTS CAN HELP

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.)

Encourage reading in the foreign language and use of language learning websites e.g. www.linguascope.com, quizlet.com (flashcards), memrise.com.

FACULTY: MODERN FOREIGN LANGUAGES

SPANISH

YEAR 7 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

COURSE OUTLINE

Viva 1

- Household Chores
- Freetime activities
- Opinions
- Making comparisons
- Food and Festivals

- Clothes
- Town
- Weather
- Shopping

- Attainment Target 1: Listening – short texts and transcriptions into Spanish and English
- Attainment Target 2: Speaking – short dialogues and presentations
- Attainment Target 3: Reading – short texts and translations into English
- Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into Spanish

WAYS IN WHICH PARENTS CAN HELP

FACULTY: MODERN FOREIGN LANGUAGES

ITALIAN

YEAR 7 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

COURSE OUTLINE

Tutti Insieme 1- Unità 1 - 6

- Introducing yourself
 - School / Time
 - Freetime / Activities
 - Family / Describing others
 - Describing your house / rooms
 - Introduction to food in Italy
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- Attainment Target 1: Listening – short texts and transcriptions into Italian and English
 - Attainment Target 2: Speaking – short dialogues and presentations
 - Attainment Target 3: Reading – short texts
 - Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into Italian and into English

WAYS IN WHICH PARENTS CAN HELP

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.)

Encourage reading in the foreign language and use of language learning websites e.g. www.linguascope.com, quizlet.com (flashcards), memrise.com.

FACULTY: PERFORMING ARTS & MEDIA

MUSIC

YEAR 7 ASSESSMENT OVERVIEW

Students cover five topics throughout the year with differing focus on four main areas of assessment: Performing, Singing, Improvisation and Composition. Tasks are ongoing throughout a unit and regular formative assessment takes place and is recorded on the student's PLC, which is kept in the classroom.

ASSESSMENT INFORMATION

Students' PLC assessment sheets are kept at school.

COURSE OUTLINE

The Year 7 Music Course is divided into six units of work. Throughout the year students will improve their abilities in the key areas of singing, instrumental playing, composing, improvising and developing musical ideas. The six units are:

1. A Cappella - students are introduced to music-making using their voices. students will arrange and perform their own A Cappella of a recent pop song in groups.
2. Elements of Music - students will be taken through the building blocks of music in order to understand how to express themselves through music. the unit will culminate in a group composition notated in a graphics score.
3. Art alliance - during this cross-curricular project, students will be introduced to traditional music from around the world and will learn a song from their assigned country to be performed alongside a play and a dance at the end of the unit.
4. Music For Film - students will learn about different aspects of film music. they will learn to play themes from famous films as well as composing music for different characters and scenes
5. Popular Music - for the final unit students will follow the Just Play scheme from Musical Futures and will have the opportunity to work in bands to learn and perform a popular song of their choice. they will learn about the structure of a pop song and develop their ensembles skills as well as having the opportunity to play guitar, bass and drums.

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 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.

FACULTY: **PHYSICAL EDUCATION**

PHYSICAL EDUCATION

YEAR 7 ASSESSMENT OVERVIEW

Students are continually assessed throughout the course and they are formally assessed. Students will be working towards different threshold bands and will work towards moving these band as they enhance their knowledge and understanding.

ASSESSMENT INFORMATION

Students are told verbally either at the end of each activity or after each half term.

COURSE OUTLINE

Physical Education at Haydon aims to develop students' physical competence, self-esteem and their ability to apply skills in increasingly complex practical settings. Positive attitudes towards active and healthy lifestyles are fostered through a diverse curricular and extra-curricular time-table.

The Physical Education course at Haydon provides a balanced programme of activities in line with the new PE curriculum.

For students in Year 7 Physical Education aims to develop movement, co-ordination and basic games skills learned in primary school and progress these to a higher both through lessons and in the variety of extra-curricular activities offered.

Activities covered include: Athletics, Badminton, Basketball, Cricket, Dance, Football, Gymnastics, Trampolining, Netball, Rounders, Table-tennis, Health Related Fitness, Rugby and Tennis.

It is an expectation that students' should involve themselves in the extra-curricular life of the school. There are sporting clubs each week which will further enhance and compliment the skills learnt during Physical Education lessons.

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.

FACULTY: **ART, DESIGN & TECHNOLOGY**

DESIGN & TECHNOLOGY

YEAR 7 ASSESSMENT OVERVIEW

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.

ASSESSMENT INFORMATION

Work is marked on a continuous assessment basis.

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 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 7 which have been designed to develop skills in research, developing and communicating ideas, making, 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 a Felt Phone Sock in Textiles. Communication, ICT and presentational skills are taught as an integral part of all schemes of work.

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.

ART

YEAR 7 ASSESSMENT OVERVIEW

Students complete three projects throughout the year. Assessment is ongoing, each piece of work is marked with targets on how to improve and students are given time in lessons to refine their work. Termly assessment sheets are completed indicating what band the student is working at.

ASSESSMENT INFORMATION

Termly assessment sheets are stuck in the front of students' sketchbooks.

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 students 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: Wayne Thiebaud and 3D Cakes
Term 2: Henri Rousseau Mixed Media
Term 3: Niki De Saint Phalle Creative Tile

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.

DRAMA

YEAR 7 ASSESSMENT OVERVIEW

Each half term the students complete a topic. At the end of the half term they are assessed on a performance using the range of skills they have studied and their development of the piece. The students are assessed on their knowledge, skills and understanding. The reported attainment is an average of the grades they receive in class.

ASSESSMENT INFORMATION

Current attainment is recorded on their class assessment sheet.

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:

An introduction to Drama, The Ballad of Charlotte Dymond, Arts Alliance, Silent Moves, Darkwood Manor, Storytelling

WAYS IN WHICH PARENTS CAN HELP

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.

FACULTY: COMPUTING

COMPUTING

YEAR 7 ASSESSMENT OVERVIEW

Students are given a mid-term and end-of-term assessment. The grades from these together with ongoing assessments from practical work are combined to produce an attainment level.

ASSESSMENT INFORMATION

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 that will reflect their Computing capability. They will be assessed in the following areas:

- E-safety
- Algorithms
- Programming and Development
- Data and Data Representation
- Hardware and Processing
- Communication and Networks

COURSE OUTLINE

Students will be taught a variety of skills in Computing (encompassing Computer Science and ICT). Lessons that will enable them to:

- Develop solutions to given problems
- 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 produce materials to satisfy specified criteria in a given project. They will develop an understanding of hardware and software, algorithms, programming, and e-safety. Additionally some basic document creation will be covered. Students will be taught in mixed ability groups and will have a lesson every week. Students will use Computing to enhance their work and learning in other areas of the curriculum and develop their ability to judge how and when to use technology.

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.