



HAYDON SCHOOL

CURRICULUM GUIDES

2018/2019

YEAR 7



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

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

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

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

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

The best source of up to date information is of course the Internet. It would be very helpful to your child if they had access to it. We also have a very informative Virtual Learning Environment (VLE) and have been awarded the status of a Fronter Champion School. We are very proud of this and it shows how well the students and staff communicate through and learn from the Fronter system. This is also useful for you as the majority of homework is posted on Fronter so if your child is unsure on what their homework entails, you can check from home and support them. Fronter also gives them access to software programmes such as My Maths.

The SIMS Learning Gateway enables you to track your child's progress, review rewards and sanctions and lesson attendance. We hope that this will further assist you in supporting your child. From September 2015, you will also be able to access and download your child's school report. Paper copies will not be issued unlike previous years, therefore all access will be online

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

R W Jones
Headteacher

YEAR 7

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: DESIGN & TECHNOLOGY

COURSE OUTLINE:

This subject is all about solving problems by designing and making products using a variety of different materials; namely wood, plastic, food, textiles, card and paper. The 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 pencil case in Textiles. Communication, ICT and presentational skills are taught as an integral part of all schemes of work.

ASSESSMENT:

Work is marked on a continuous assessment basis

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

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

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

HOMEWORK:

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

EQUIPMENT:

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

WAYS IN WHICH PARENTS CAN HELP:

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

HEAD OF FACULTY:

Mr N Taylor

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SUBJECT TEACHERS:

**Mr S Knowles, Mrs J Marcangelo, Ms E Twiddy, Mr N Taylor, Mr P Nti,
Ms B Brock, Ms R Qureshi, Ms R Vestey**

YEAR 7

FACULTY:	ENGLISH
DEPARTMENT:	ENGLISH

COURSE OUTLINE:

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

Throughout the academic year our students will read a novel, study a Shakespearean play, be introduced to form and structure of a selection of poetry and read a range non-fiction texts working towards the reading and writing skills required to be successful at GCSE.

Our curriculum also incorporates a reading and grammar lesson once a week in order to improve and develop literacy skills and inspire a love of reading and vocabulary.

ASSESSMENT:

- In addition to continual teacher, peer and self-assessment, there will be assessments in the form of a writing and reading examinations at the end of every term
- We also run the Accelerated Reading programme that will continually assess our students' reading habits, book levels and reading ages.

Due to changes at GCSE in terms of the structure and content of the exam criteria, we have re-structured the KS3 schemes of work in order to prepare the students more rigorously for KS4. All assessments are in line with and testing the skills required for the new English Language and Literature exam papers. There are no more controlled assessments and therefore we will be preparing and teaching the students methods of effective revision techniques.

HOMEWORK:

From Year 7 students will be expected to read for the minimum of one hour a week and complete their reading logs and participate in the Accelerated Reading programme. These should be signed by their parent/guardians/carers to prove that the reading has taken place. In addition, students will be set writing, research and/or project work once a week to consolidate their teaching and learning at school.

EQUIPMENT:

The text they are reading in class, a private reading book (fiction or non fiction), a pen, pencil, rubber, coloured felt tip pens, highlighters, glue stick, small dictionary and a thesaurus.

WAYS IN WHICH PARENTS CAN HELP:

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

HEAD OF FACULTY:	Mrs M Giddens	EMAIL ADDRESS: mgiddens2.312@lgflmail.org
SUBJECT TEACHERS:	Miss K Sajjad(KS 3 Co-ordinator), Ms D Jarrett (KS4 Co-ordinator), Miss Hooper, Mr S McTiernan, Miss N Chama, Mr S Matton (KS5 Co-ordinator), Mr J Simpson, Mr R Blissett, Miss H Haria and Miss Z Mensah-Coker, Ms Hansara, Ms Thompson, Ms Berman	

YEAR 7

FACULTY: HUMANITIES

DEPARTMENT: GEOGRAPHY

COURSE OUTLINE:

In Year 7 we learn a variety of geographical topics which aim to stimulate pupil's interest of geography, and enable pupils to build a number of skills that are important. The topics covered in Year 7 geography include:

1. What is Geography?

- This is an introductory topic focusing on why geography is important and what studying geography involves. Pupils are introduced to the different types of geography (physical / environmental and human) and what is meant by economic, environmental and social impacts.

2. What are the features of a map?

- Pupils will be introduced to Ordnance Survey (OS) maps (1:25,000 and 1:50,000) to begin their journey of map reading. Areas of focus include identifying OS Map symbols, locating Grid References, understanding Relief (Contour Lines), Scale and Compass Bearings.

3. Why does the weather change?

- Pupils will explore the various aspects of the weather and the processes which causes weather to change on a daily basis. Such aspects include Weather & Climate, UK's Climate, High & Low Pressure, the Hydrological Cycle, Synoptic Charts, UK Storms, Flooding.

4. Where is the world's ecosystems?

- Pupils will discover what an ecosystem is, the types of ecosystems that exist and where in the world they are generally located. In addition, pupils will learn how animals adapt in order to survive in certain ecosystems and how we humans depend on ecosystems in our everyday lives.

5. How do countries develop?

- Pupils will be introduced to the concept of 'development' and what this means in geography. Pupils will study how the use of natural resources can enable countries to develop, as well as learning what Development Indicators are and how such Indicators can give us information as to how developed a country is.

6. Where does our rubbish go?

- Pupils discovering what it means to be 'sustainable' and why it is important to reuse / reduce / recycle general waste. Pupils will detect where general waste ends up and explore the environmental impacts that may arise as a result, including the focus of plastics in oceans.

7. What is happening to the world's population?

- Pupils will learn why global population levels continue to increase, why more and more people now live in towns and cities, and the challenges this brings to society and the environment. Pupils will further identify types of migration and the causes of migration.

ASSESSMENT:

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

HOMEWORK:

Will be set weekly and could comprise:

- Formal written work
- Research tasks
- Completing assignments
- Revising for tests
- Homework should take approximately 30 minutes to complete.

EQUIPMENT:

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

WAYS IN WHICH PARENTS CAN HELP:

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

HEAD OF DEPARTMENT:
ACTING HEAD OF
DEPARTMENT

Mrs R Waters
Miss L
Georghiades

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SUBJECT TEACHERS:

Miss S Mead, Mr R Harding

YEAR 7

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

In Year 7 we learn about the lives of ordinary people in the past and also how power is sought and used.

We aim to fire students' imagination and curiosity about the past. We do this by studying the following topics:

1. What is History?
 - We start by looking at why we should study History and why it is a fun and exciting subject. We also introduce students to the historical concepts & skills that they will look to master during their time at Haydon School.
2. What was life like in the Roman Empire?
 - Within this topic we look at what life was like in the Roman Empire and attempt to analyse the experience that different groups and individuals would have had living under the Romans. We look at topics such as religion, tolerance, wealth, leisure, slavery, & public health.
3. Arts Alliance
 - As part of a cross curricular project we spend time investigating the History of specific countries around the world including Spain, Cuba, Australia, India, and South Africa. Students are asked to evaluate the significance of key individuals in the nation's past.
4. What changed when the Normans arrived?
 - Students are asked to investigate how people's lives were changed by the arrival of the Normans. Students will use sources to consider changes to castles, the introduction of the Feudal System, and the growth of new towns caused by increased trading.
5. How significant were the Middle Ages?
 - The focus is on developing the key historical concept of significance in students with the focus on what is so significant about the Middle Ages. We look at the Crusades, the murder of Thomas Becket by the King's knights, and the Peasants' Revolt.
6. Is it fair to describe the Tudors & Stuarts as a "Religious Rollercoaster"?
 - Students will be asked to investigate the period of the Tudors and Stuarts with particular attention to religion and religious change. Students will grapple with the concepts of causation, as well as change and continuity to better understand this dramatic period of upheaval.

ASSESSMENT:

Students will be assessed for their understanding of the key historical concepts (chronological understanding, similarity and difference, change and continuity, causation, significance, & interpretation). This will be done through regular book-marking, termly formal assessments, half termly informal assessment, peer assessment, and self-assessment.

HOMEWORK:

All students will receive approximately one homework per week, which should take 20-30 minutes to complete. The homework will be varied to include research work, written tasks, preparing presentations and visual tasks and construction models. If the piece of homework warrants, the teacher may provide a two or three week timeframe for completion. Where possible, homework will be set through Show My Homework.

EQUIPMENT:

Students must bring their exercise books to every lesson. Writing equipment, such as pen, pencil and a ruler, are essential. Coloured pencils, highlighters, scissors and glue are desirable.

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: "What have you been learning about in History recently?"

HEAD OF DEPARTMENT: Mr R Coombes EMAIL ADDRESS: rcoombes.312@lgflmail.org

SUBJECT TEACHERS: Mr R Coombes, Mrs Lewis, Mr M Wade, Ms Roper, Ms Powell, Mr I Tsakiridis

YEAR 7

FACULTY:

HUMANITIES

DEPARTMENT:

Religion, Ethics and Philosophy (REP)

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):

1. Introduction to the Abrahamic religions (exploring the key beliefs and origins of Judaism, Christianity and Islam)
2. Big Philosophical Questions – Questions of identity, including ‘Who Am I?’, ‘What is my purpose?’ and ‘Will I live forever?’
3. Am I responsible for others? – Questions of moral responsibility, including a student-directed research project on inspirational people.

Students will be required to address their own opinions to these questions, as well as understanding and evaluating both religious and secular responses to these questions.

ASSESSMENT:

Students will be assessed according to their skills and knowledge in each topic:

- 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.

HOMEWORK:

Homework is a compulsory part of the syllabus. It will be set and published on Show My Homework every other week, and will usually be due for the next lesson. This may involve a variety of activities including research, creative writing, reading, ICT, preparing role plays and revising for assessments. It should take approximately 30 minutes per week to complete.

EQUIPMENT:

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

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.

HEAD OF REP:

Miss G Solomons

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SUBJECT TEACHERS:

**Miss G Solomons, Mr R Hayden, Mrs J Martins, Ms A Fernando,
Miss R McAvilley**

YEAR 7

FACULTY:	COMPUTING
DEPARTMENT:	COMPUTING (ICT and Computer Science)

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.

ASSESSMENT:

The students will be assessed at the end of each unit of work and three times during the year students will be given a grade 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

HOMEWORK:

Homework is set every week, which may be either a design task, research in preparation for the next lesson, a review task, such as an online test, or a written exercise to reinforce the learning in the lesson.

EQUIPMENT:

Students will be required to have standard stationery (pens, pencils, ruler etc.) for each lesson. Optional equipment: In-ear headphones, USB stick.

WAYS IN WHICH PARENTS CAN HELP:

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

HEAD OF FACULTY:	Mr S Burnaby	EMAIL ADDRESS:sburnaby.312@lgflmail.org
SUBJECT TEACHERS:	Mr S Burnaby, Mrs S Dale, Ms F Hassan, Mr E Skerritt	

YEAR 7

FACULTY: MATHEMATICS

DEPARTMENT: MATHEMATICS

COURSE OUTLINE:

The Year 7 maths programme aims to support, and continue to consolidate key skills from KS2 along with extending the students' mathematical knowledge. The programme is differentiated according to students' ability, with a focus on progressing all students to a point where they can hope to achieve a good grade at GCSE.

Year 7 will complete the following units of work through the year:

- number properties
- fractions
- algebra
- calculations
- ratio and proportion
- angles
- probability
- graphs
- shape
- transformations
- data
- sequences
- construction

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

ASSESSMENT:

Students will be formally assessed at the end of each term through the year. The assessment will test the students' knowledge and understanding of the units covered from that term. The end of year assessment will cover all units.

Students will be set an informal assessment in class every three weeks. This will act as a 'check-up test' to make sure students understand the topic they have recently covered.

HOMEWORK:

Homework is set once a week and will focus primarily on topics taught. Homework is commonly set through Hegarty maths, but other resources may be provided.

EQUIPMENT:

Students need to have their own basic set of equipment comprising of a pen, pencil, 30cm ruler, a pair of compasses, protractor and a scientific calculator. Teachers use a variety of textbooks and websites in order to facilitate learning.

WAYS IN WHICH PARENTS CAN HELP:

Encouragement through all aspects of the maths programme will only complement further the work we do at school. Short and regular testing at home is the best way to achieve this. There are several good websites we recommend for consolidation and enrichment including Maths watch and Hegarty maths.

HEAD OF FACULTY:	Ms L Emerson	EMAIL ADDRESS:lemerson2.312@lgflmail.org
HEAD OF KS3	Mr A Davies	EMAIL ADDRESS:adavies55.312@lgflmail.org
SUBJECT TEACHERS:	Ms A Brimble, Mrs I Clare, Mr M Patel, Mrs H Hall, Mr S Kidd, Ms D Patel, Mrs C Ndikumana, Mr A Segar, Miss E Maher, Miss H Loveland	

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: FRENCH

COURSE OUTLINE:

Topics:

1. Introduction and Personal information
2. Family and friends Pets
3. Describing a house/home Evening leisure activities
4. Places in a town / Directions Drinks and snacks
5. Daily morning routine School life
6. Sports and Games Holidays and Travel

Skills:

Listening: short and longer extracts, listening for gist and details including opinions, transcribing.

Speaking: short conversations or presentations, role plays.

Reading: short and longer extracts including some literary texts and translation into English.

Writing: short and longer answers including translation into French.

ASSESSMENT:

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

HOMEWORK:

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

EQUIPMENT:

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

Textbook to be used: Expo 1 – provided by and kept at school

Bilingual dictionary - we advise that students purchase Collins French Pocket Dictionary, New Edition, ISBN 0 00 470396 0 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:

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

Useful websites: www.linguascope.com
www.memrise.com

Head of Faculty	Ms K Daley	EMAIL ADDRESS: kdaley.312@lgflmail.org
Head of French	Ms I Norguet	EMAIL ADDRESS: inorguet.312@lgflmail.org
Subject teachers	Ms I Norguet, Mr Keenan, Mr Holbrook, Ms M Mitchell	

YEAR 7

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: SPANISH

COURSE OUTLINE:

Topics:

1. Introduction and Personal information
2. Where you live, Family and Pets
3. Where you live and nationalities
4. My school facilities, opinions on subjects, telling the time
5. Daily morning & evening
6. Mission to Space project & the future tense

Skills:

Listening: short and longer extracts, listening for gist and details including opinions, transcribing.

Speaking: short conversations or presentations, role plays.

Reading: short and longer extracts including some literary texts and translation into English.

Writing: short and longer answers including translation into Spanish.

ASSESSMENT:

- Marking of class work and homework for content with a comment in Spanish designed to praise effort and targets to help the students to develop their skills
- Regular End of Unit tests with approximately 3 major assessments in Year 7
- Weekly vocabulary tests

HOMEWORK:

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

EQUIPMENT:

Exercise book, pen, pencil, ruler, rubber, colours, glue stick.

Textbook to be used: Listos 1 & Zoom 1 – provided by and kept at school

WAYS IN WHICH PARENTS CAN HELP:

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

Useful websites: www.linguascope.com
www.memrise.com

Head of Faculty	Mrs K Daley	EMAIL ADDRESS: kdaley.312@lgflmail.org
Head of KS3 Spanish	Ms A Monfort	EMAIL ADDRESS: amonfort.312@lgflmail.org
Subject teachers	Mrs K Daley, Ms L Morris, Mr Keenan, Ms E Dhillon	

YEAR 7

FACULTY:

MODERN FOREIGN LANGUAGES

DEPARTMENT:

ITALIAN

COURSE OUTLINE

Topics:

1. Introduction and Personal information
2. Family and friends Pets
3. Describing a house/home Evening leisure activities
4. Places in a town / Directions Drinks and snacks
5. Daily morning routine School life
6. Sports and Games Holidays and Travel

Skills:

Listening: short and longer extracts, listening for gist and details including opinions, transcribing.

Speaking: short conversations or presentations, role plays.

Reading: short and longer extracts including some literary texts and translation into English.

Writing: short and longer answers including translation into French.

ASSESSMENT:

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

HOMEWORK:

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

EQUIPMENT:

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

Textbook to be used: Tutti Insieme 1 (Heinemann Educational)

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

WAYS IN WHICH PARENTS CAN HELP:

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

Useful websites: www.linguascope.com

www.languagesonline.com

Head of Faculty	Mrs K Daley	EMAIL ADDRESS: kdaley.312@lgflmail.org
Head of Italian	Ms L Sambo	EMAIL ADDRESS: lsambo1.312@lgflmail.org
SUBJECT TEACHERS:	Ms L Sambo, Miss L Morris, Ms de Bartolo, Mr Holbrook	

YEAR 7

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: DRAMA

COURSE OUTLINE:

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

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

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

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

Encouraging co-operation and team working abilities

- Increasing social awareness
- Building self confidence
- Encouraging self-expression and sparking creativity
- Encouraging analytical, reasoning and evaluative skills

ASSESSMENT:

The students are assessed by set objectives in the three modes of activity – knowledge, skills and understanding every lesson. The students are assessed through practical tasks, verbal analysis and written analysis with achievement being measured in Foundation, Developing, Secure and Excellence descriptors.

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

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

HOMEWORK:

At Key Stage 3 the students do not have written homework in Drama however students may complete suggested extended learning tasks that develop students' understanding of the topics and skills that we study

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

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS:tdaley.312@lgflmail.org
HEAD OF DEPARTMENT:	Ms M Pennell	EMAIL ADDRESS:mpennell.312@lgflmail.org
SUBJECT TEACHERS:	Mr A Maclean, Ms M Pennell, Miss A Thompson	

YEAR 7

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC

COURSE OUTLINE:

Music is an exhilarating and creative subject that develops a wide range of skills integral to student learning, including higher order thinking skills, co-operation, target setting and problem solving. Students will get to perform and compose music using their voices and a variety of instruments in the classroom.

Students will study the following topics in Year 7 Music, each with either a performance or composition focus:

1. The Elements of Music – Melody, Harmony, Rhythm and Metre
2. The Elements of Music – Texture, Sonority and Structure
3. Arts Alliance – Music of the World
4. Folk Music – Traditional Music of the British Isles
5. A Cappella – Unaccompanied Vocal arrangement
6. Music for Film – Creating Moods and Characters

ASSESSMENT:

Students will be assessed at the end of each unit through either performing or composing practical tasks. Their listening skills, knowledge and understanding will be assessed throughout each unit through verbal analysis. There will be opportunities for students to undertake self-assessment and to set targets to improve the standard of their work on a regular basis.

HOMEWORK:

There is no requirement for written homework at Key Stage 3 in Music. Students are encouraged to complete wider listening to extend their aural knowledge of the topics they are studying. Students are also encouraged to work on their performance or composition skills outside of lesson time and may use the department's facilities during break and lunch times.

EQUIPMENT:

Students will require pens or pencils for composition tasks. In some practical lessons, those students having instrumental lessons may be required to bring in their own instrument (for example – clarinet) to use in their class music lessons. These can be stored through the day in the Music Department instrument store.

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. Students are able to receive instrumental or vocal tuition at the school through Hillingdon Music Service at an excellent rate. All students 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. Those taking instrumental or vocal lessons are expected to attend at least one extra-curricular activity each week.

HEAD OF FACULTY:	Mr T Daley	EMAIL ADDRESS:tdaley.312@lgflmail.org
HEAD OF DEPARTMENT:	Mr JP Bowman	EMAIL ADDRESS: jbowman10.312@lgflmail.org
SUBJECT TEACHERS:	Mrs F Yeoman, Ms J Bergman, Mr J Lapham	

YEAR 7

FACULTY:	PHYSICAL EDUCATION
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DEPARTMENT:	PE
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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 timetable.

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 level 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 regularly over 40 sporting clubs each week which will further enhance and compliment the skills learnt during Physical Education lessons.

ASSESSMENT:

Students are continually assessed throughout the course and they are formally assessed at the end of Key Stage 3. Students will be working towards different threshold bands and will work towards moving through these band as they enhance their knowledge and understanding.

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. 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, gum shields and shin pads 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 Richards	EMAIL ADDRESS:mrichards.312@lgflmail.org
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SUBJECT TEACHERS:	Miss H Egan, Mr D Gosling, Miss K Glynn, Mr E Wake, Mr P Addison, Mrs M Wall, Miss L Georghiades
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YEAR 7

FACULTY:	SCIENCE
DEPARTMENT:	KS3 SCIENCE

COURSE OUTLINE:

“Exploring Science” is a lively, carefully structured course focusing on clear explanations of scientific concepts. These are presented in a familiar and interesting way, as well as on a heavy emphasis of 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 vast majority of lessons will include a practical component, encouraging analytical thinking and independent learning.

In Year 7 and throughout KS3, students are taught in mixed-ability groups.

ASSESSMENT:

Students will carry out a series of summative and formative assessments throughout the year. These will assess their topic knowledge, science skills (including using equipment, maths calculations, making graphs and interpreting data, and science literacy), and topic understanding specifically applying knowledge to unfamiliar situations, use of models, and evaluating and planning. Students will be encouraged to draw on what they have learnt in each topic to complete assessments. Reported bands will be based on a termly test.

A baseline test which assesses students’ scientific knowledge, understanding and skills will be used to confirm their target.

After each assessment has been completed, students’ progress will be reviewed and ways of improvement will be clearly outlined. All students will be aware of how to improve and will have an opportunity to do so.

HOMEWORK:

All homework will be set via Show my Homework. For each topic, students will have one piece of homework per week. Homework set will relate to class work.

SCIENCE CLUB

All Key Stage 3 students are invited and encouraged to attend Science Club. Science Club runs every Wednesday after school in one of the Science laboratories. In Science Club students will have the opportunity to do lots of fun practicals which reinforce their 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. Class sets of the “Exploring Science 7” textbooks will be provided for use in the classroom.

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 using class work and useful websites such as BBC Bite size KS3 chemistry, biology and physics. Revision and support material for each topic is also available in the Year 7 Science Folder on Google Drive, which can be accessed using a link on Show my Homework.

HEAD OF FACULTY:	Mrs A Houston	EMAIL ADDRESS:ahouston.312@lfglmail.org
KS3 SCIENCE COORDINATOR :	Mr E Mendelblat	EMAIL ADDRESS:emendelblat1.312@lfglmail.org

YEAR 7

EXPENSES

EXPENSES

DESIGN & TECHNOLOGY

A payment of £20 is payable in September to cover the cost of basic materials used in lessons.

LOCKERS

A payment of £25 is charged for the use of a locker, which the students keep for the duration of their time at Haydon (Years 7 – 11) i.e. £5 per year. Payments must be made via parent pay; there will be an option of paying in instalments of £5 each year or a one off payment of £25.00. A payment of £5 is charged for replacement keys.

I.D. BADGES, PLASTIC HOLDERS AND LANYARDS

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

NON UNIFORM DAYS

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

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