

HaileyburyTurnford

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11th March 2020

Dear Parent/Carer

We wish to share more information about the curriculum that your child will be following over the coming weeks and months. Whilst all the information for the year is on our website, which can be accessed here: <https://haileyburyturnford.com/curriculum/>, we thought it would be useful for you to have an overview of the topics being covered this term. It includes the topics covered since Christmas during the first half of this term too, for completeness.

For the Spring Term students will be covering the following topics:

	Spring 1	Spring 2
English	Lang Paper 1 Sections A and B Explorations in Creative Reading and Writing	Power and Conflict Poetry Lit Paper 2 Section B
Maths	Spring 1: Module 17: Combined Events Module 18: Properties of circles	Spring 2: Module 19: Proportionality Module 20: Further Pythagoras & Trigonometry
Science	Chemistry – Hydrocarbons and chemical analysis	Physics – Structure of the atom and radioactivity
History	Germany Part 1 <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany • Impact of the First World War • Weimar democracy: political change and unrest, 1919–1923 Germany Part 2 <ul style="list-style-type: none"> • The impact of the Depression • The failure of Weimar democracy 	Germany Part 2 <ul style="list-style-type: none"> • The establishment of Hitler's dictatorship Germany Part 3 <ul style="list-style-type: none"> • Economic changes: benefits and drawbacks • Social policy and practice • Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state
Geography	Unit 2, Topic 8: Resource Reliance <ul style="list-style-type: none"> - Will we run out of resources? - How has an increasing demand for resources affected our planet? - What does it mean to be food secure? - How can countries ensure their food security? - How sustainable are attempts to increase food security? 	
Spanish	Places in town or city Directions Shops Numbers to 100 Prices Using 'usted' Describing features of Region	



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	<p>'se puede' and 'se pueden' + infinitive</p> <p>Making plans Future tense</p> <p>'si' clauses with future and present tense</p> <p>Shopping for clothes and presents</p> <p>Comparing online shopping to going to shops</p> <p>Demonstrative adjectives</p> <p>Talking about good points of town</p> <p>Using 'tan' and 'tanto'</p> <p>Using imperfect and present tense</p> <p>Describing visit in past Using various tenses</p>
Art	<p>Topic: Workshop</p> <ul style="list-style-type: none"> - AO1 analyse various artists that explore different techniques - AO2 Experience the new technique learnt from research - AO3 Record a subject using the new style discovered from research and experience of new technique - Create a final outcome that clearly identifies areas of strength <p>Students will be given this opportunity to experience a vast selection of different materials. This will enable them to discover some new skills which they enjoy using and will then perhaps develop further in to their contribution projects.</p>
Computing/ ICT	<p>ICT</p> <p>5 lessons a fortnight</p> <p>Component 2 - Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</p> <p>Computer Science</p> <p>Computer Science Students will learn about system architecture, memory, storage, networks, system software, system security and ethical, legal and environmental concerns. Students will complete the 20-hour NEA based on their chosen task.</p>
Engineering	<p>Whilst this unit of work links into the rechargeable torch and power bank project the research the student present will be submitted as evidence for the R106 unit. The students will carry out a series of investigations and detailed research tasks, analysing existing torches before drawing conclusions and using their findings to influence their own torch designs. -Unit R106 – Product analysis</p> <p>Wider topics explored...</p> <ul style="list-style-type: none"> -How are products manufactured in industry? -How has lighting technology evolved? -How do products impact on the environment? -What is the impact of legislation and quality standards?
Technology: GCSE D and T	<p>This project focusses on the design and development of ergonomic products. The students work through the design, development and modelling process before manufacturing their own working computer mouse. The project has been designed so that students will need to explore several of the exam theory topics as part of the research stages of their work. -</p>



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	<p>Designing inclusive products -Exploring modelling techniques</p> <p>-What impact has the microcontroller had on society? -Case study: From the first computer to the fully embedded technology of today's society.</p>	
Technology: Food	<p>Students learn about the different compartments that create their knowledge for their GCSE. They work through booklets that are based on the main areas of AQA Food and Nutrition. Students will then create dishes based on each section and show knowledge as to why they are relevant.</p> <p>Science of food- Methods of cutting and preparing, combining and shaping, methods of cooking, cuts of meat, types of fish, denaturation and coagulation, enzymic browning, science in bread making</p> <p>Food Provenance- Food and the environment, where food comes from, sustainability, animal welfare, packaging, 3 R's Reduce Reuse and Recycle.</p> <p>Food Production- Dairy production, wheat milling, fortifying and modifying foods for better health.</p>	
PE: CNAT	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 2 – be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 3 – Know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills LO2</p> <ul style="list-style-type: none"> The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport LO3</p> <ul style="list-style-type: none"> The features of major sporting events The potential benefits and drawbacks of cities/countries hosting major sporting events The links between potential benefits and drawbacks are relevant to more than one of the legacy areas. 	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered. Unit R052 – Developing Sports Skills Learning Objective 2 – be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 3 – Know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned. Unit R052 – Developing Sports Skills LO2</p> <ul style="list-style-type: none"> The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport LO3</p> <ul style="list-style-type: none"> The features of major sporting events The potential benefits and drawbacks of cities/countries hosting major sporting events The links between potential benefits and drawbacks are relevant to more than one of the legacy areas.



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<p>PE: GCSE Sport</p>	<p>Topic: Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</p> <p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p> <p>Brief explanation of content covered. Analysis – strengths and weaknesses (15 marks)</p> <p>With reference to recent competitive performance(s) in the chosen activity, identify two strengths.</p> <ol style="list-style-type: none"> 1. Strength one should be a fitness component (relevant to chosen activity). 2. Strength two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate). <p>With reference to recent competitive performance(s) in the chosen activity, identify two weaknesses.</p> <ol style="list-style-type: none"> 3. Weakness one should be a fitness component (relevant to chosen activity). 4. Weakness two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate). <p>Brief outline of key concepts and skills learned.</p>	<p>Topic: Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</p> <p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p> <p>Brief explanation of content covered. Evaluation – the use of theoretical principles to cause improvement (10 marks)</p> <p>Produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.</p> <p>This plan of action must include:</p> <ul style="list-style-type: none"> • an identification of an appropriate training type to improve the fitness weakness • a full description of one training session that provides an example of what could be used for the performer • an explanation of how prolonged use of the identified training type could improve the fitness weakness • an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness • an explanation of how the additional specification content selected could lead to improvement of the identified weakness. <p>Brief outline of key concepts and skills learned.</p>
<p>Dance</p>	<p>Topic: Dance technique and performance The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills 	<p>Topic: Dance technique and performance The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills <p>Students will have a mock assessment of their performance pieces</p>



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Drama	<p>Topic: Responding to a brief (component 3)</p> <p>Essential Question: How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Topic: Responding to a brief (component 3)</p> <p>Essential Question: How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>
Music	<p>Component 2 Assignment 2a</p> <p>Explore the personal and professional skills required for the music industry.</p> <p>Skills Audit Log diaries Development plan Understanding resources required for different scenarios Learning to set up relevant equipment Planning music concert Sharing work Ensemble Skills Solo instrumental skills Share Point for sharing work Composition</p>	
Business BTEC	<p>Spring B; Explore how market research helps enterprises to meet customer needs and understand competitor behaviour</p> <ul style="list-style-type: none"> • • What is an enterprise? • The purpose of an enterprise • Who and what are Entrepreneurs • The wants and needs of a customer • Using market research to understand customers • Understanding competitors • Internal and External factors • Situational analysis and how is factors affect an enterprise <p>The success of a small and medium enterprises</p>	



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Business GCSE	Topics Theme 2	Knowledge	Cultural capital
	2.3 Making operation decision 2.4 making financial decisions.	<ul style="list-style-type: none"> business operations working with suppliers managing quality the sales process business calculations understanding business performance 	Students focus on how customer needs through design, supply and quality are met, They will use their own experiences as customer to build understanding. Student explore the tools business has to support financial decision making. Some of these tools are useful for students in the future, such as budgeted their on inflows and outflow of income and expenditure.
Child Development	RO18 Exam January Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years LO1: Understand the key factors when choosing equipment for babies from birth to 12 months		Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years LO2: Understand the key factors when choosing equipment for babies from one to five years
Media	Component 1: Section A Newspapers Studying The Guardian and The Sun focusing on media language and representations Comparisons with other newspapers looking at Industry and Audiences		Component 1: Section A Newspapers Exam focus- set products and comparisons Video Games Looking at set text for video games, the industry and audience participation
Photography	Topic: Portraiture <ul style="list-style-type: none"> Practical use of studio lighting Development of ideas linking to the project title Use of research to develop different technical responses Recordings of different subject matters using all learnt technical skills Implementation of a narrative to create a personal response Final outcomes created to complete project <p>The portraiture project allows students to look closer at people and various different elements that may impact them. This could include various issues such as bullying, social media, appearances, abuse and mental health</p>		



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PSD	UK Law <ul style="list-style-type: none">• Rights and responsibilities (Revisit KS3 topics e.g. the internet, family and sex ed)• UK judicial and court systems• Impact of prison and criminal records• Gang crime and current UK issues
Prince's Trust	Life Skills: Preparing for a Healthy Life

Please support your child by asking them questions about the knowledge they are learning and checking that they have completed their homework, which is set on Classcharts, which is an online homework calendar where you can access the homework information, deadlines and attachments for resources.

(Link: <https://www.classcharts.com/>) . If your child does not have a log-in please get them to ask their tutor to support them with this. Further tips about studying at home can be found here:

<https://www.oxfordlearning.com/tips-for-studying-at-home/>
<https://www.wikihow.com/Efficiently-Get-Your-Homework-Done>

Please do not hesitate to contact either your child's form tutor, their Learning Coordinator (Mr Barrett: barrettm@haileyburyturnford.com) or the Subject Leader if you have any questions or concerns.

Yours faithfully



Mr N Megaw
Assistant Principal



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