

HaileyburyTurnford

Ambition · Pride · Success

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	Frankenstein	Travel writing
Maths	Module 7: Number: Fractions Module 8: Number: Percentages Module 9: Ratio: Ratio & Proportion I	Module 10: Algebra: Algebraic Manipulation I Module 11: Algebra: Solving Equations I Module 12: Algebra: Sequences & Graphs I
Science	Physics 1 – Forces and Waves	Chemistry 2 – Acids, Alkalis and Reactions
History	Civil War What problems did James I face? Why did the Civil War break out in 1642? What was life like during the English Civil war? Why did Charles I lose his head? Why do people have different opinions on Oliver Cromwell? How was the monarchy restored and what has happened to them since?	The Industrial Revolution Why were so many people on the move from 1750-1900? What were the major economic, social and political changes from 1750-1900? How did growing knowledge help towns become cleaner? How did growing fears help towns become cleaner? How did growing power of the people help towns become cleaner?
Geography	Is there more to polar environments than ice? Location Mapping Distinctive characteristics Climate Uses Challenges Future (sustainable management)	What is the potential of hot arid areas? Location Mapping Distinctive characteristics Climate Uses Challenges Future (availability of resources) – Middle East



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Principal: Robin Newman MSc MBA

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RSE	<p>Islam</p> <p>Why Muhammad is a significant figure in Islam and evaluation of the concept of 'submission'</p> <p>The five pillars and impact on actions/communities</p> <p>Halal and haram conduct with links to the afterlife and judgement</p> <p>Islam worship including features of a Mosque and prayer</p> <p>Significance of Islam traditions e.g. Ramadan, clothing</p> <p>Key Muslim activists and inspirational figures</p> <p>Islam and its portrayal in the media, including Islamophobia</p>	
Spanish	<p>Unit 3</p> <p>Schools subjects; Classroom activities; 'me gusta' with nouns; Opinions on subjects and teachers; Rooms in schools; Breaktime activities; Regular 'er' and 'ir' verbs sequencers</p> <p>Unit 4</p> <p>Family members; Possessive pronouns; Numbers to 100; Conjugation of 'ser' and 'tener'; Position of adjectives; Physical descriptions; Conjugation of 'estar'; Types of houses/flats</p>	
Art	<p>Topic: Food Project</p> <p>Baseline RECORDING assessment drawing of mushrooms and onions</p> <p>RESEARCH Natasha Clutterbuck and her use of biro to record using technical skills</p> <p>RESPOND to the RESEARCH using biro, considering previously learnt technical skills (tone, shape, texture)</p> <p>RESEARCH printing artist noticing differences and similarities between artist RESPONSES</p> <p>RESPOND to your RESEARCH developing a link between both lots of RESEARCH</p>	<p>Topic: 'Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – War'</p> <p>Baseline RECORDING assessment drawing</p> <p>RESEARCH 'Victory in Europe' to understand the events leading up to this celebration</p> <p>RESEARCH second world war artist focusing on the experience throughout the war and how this was reflected through visual RECORDINGS</p> <p>RESPOND to the RESEARCH using the material relevant to the artist</p>
Technology	<p>Battery powered novelty LED light</p> <p>Food and Nutrition: Smoothies</p>	
PE	<p>Topic:</p> <p>Yr. 7 Boys – Fitness/OAA/ Trampolining/Football</p> <p>Yr. 7 Girls – Table Tennis/Hockey/OAA/ Fitness</p>	<p>Topic:</p> <p>Yr. 7 Boys – Fitness/OAA/ Trampolining/Football</p> <p>Yr. 7 Girls – Table Tennis/Hockey/OAA/ Fitness</p>



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Dance	<p>Topic: Contemporary Dance</p> <p>Students will develop their basic skills of dance through the style of Contemporary Dance. They are introduced to peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>	<p>Topic: Contemporary Dance</p> <p>Students will develop their basic skills of dance through the style of Contemporary Dance. They are introduced to peer constructive feedback to help improve their performances.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development. Small group performance focusing on using the skills above. Teacher and peer feedback.</p>
Drama	<p>Topic: It was Terrifying</p> <p>Essential Question: How do we explore different social situations through performance?</p> <p>Investigate how to use the following communication techniques: Proxemics Eye contact Status Audience involvement Creating an atmosphere</p> <p>Students are introduced to the foundations of interacting with the audience and using symbols and motifs to give audience information about the characters and their relationships on stage. There is another social theme with the content of the performance as students are asked to look at a short story based on a student starting a new school.</p>	<p>Topic: Greenal/Graynal</p> <p>Essential Question: How can we use performance as a tool to debate and discuss what's happening around us?</p> <p>Investigating how to use: Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic, it is the second time students will be focusing on not only how they build a character, but how they show their character to the audience and the effect on the audience this may have. The social content to the topic is the exploration of climate change and the environment around us.</p>
Music	<p>Keyboard skills (continued) Singing Theory Rhythmic work Notation</p>	<p>Ensembles Chords Singing Ensemble work Song writing</p>

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.



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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 (Miss Allingham: allinghamh@haileyburyturnford.com) or the Subject Leader if you have any questions or concerns.

Yours faithfully



Mr B Walsh

Assistant Principal



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