

# Haileybury Turnford

Ambition · Pride · Success

11<sup>th</sup> 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
<b>English</b>	War	Titanic
<b>Maths</b>	Module 25: Algebra: Algebraic Manipulation II Module 26: Algebra: Solving Equations II Module 27: Algebra: Sequences & Graphs II	Module 28: Ratio: Ratio & Proportion II Module 29: Ratio: Speed Module 30: Ratio: Proportional Reasoning
<b>Science</b>	Chemistry 3 – Atoms, Elements and the periodic table	Biology 4 – Food chains, diseases and DNA.
<b>History</b>	World War Two – The Home Front  Why did WW2 break out in 1939? What were the most important events of World War Two? How important was the Battle of Britain? What role did women play in WW2? How did life change for children during WW2? How did WW2 affect the lives of civilians? Why was World War Two so important?	World War Two – Nazis and The Holocaust  Who were the Nazi Party and what were their aims? How was Propaganda used? What was life like for the Hitler Youth? Who faced persecution and why? What was the experience of Concentration Camps? How did the Nazi rule come to an end?
<b>Geography</b>	Why are some countries richer than others? AC/EDC/LIDC Measures of development Physical and human characteristics Global economics BRICs MINTs	
<b>RSE</b>	Hinduism: Beliefs about Brahma Hindu Gods and Goddesses Dharma and impact on behaviour and actions Hindu places of worship Achieving Moksha	
<b>Spanish</b>	Food and drink; Time; Ordering in a restaurant; Using different versions of 'you'; Buying ingredients Making plans and giving excuses; 'me gustaría' with infinitive; Prepositions; Use of 'tener que' conjugations of 'querer' and 'poder'; Daily routine; Reflexive verbs; Clothes and colours; Demonstrative pronouns; Talking about sporting events; Using three tenses together; Types of homes	



Haileybury Turnford, Mill Lane, Cheshunt, EN8 0JU 01992 308333 [www.haileyburyturnford.com](http://www.haileyburyturnford.com)  
Principal: Robin Newman MSc MBA

Haileybury Turnford is a trading name of Haileybury Academy Trust, a charitable company limited by guarantee registered in England and Wales with registered number 09659808.

Registered office: Haileybury Academy Trust, London Road, Hertford Heath, Hertford, Hertfordshire, SG13 7NU

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<b>Art</b>	<p><b>Topic: 'Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – War'</b>  <b>Baseline RECORDING assessment drawing</b>  <b>RESEARCH 'Victory in Europe'</b> to understand the events leading up to this celebration  <b>RESEARCH</b> second world war artist focusing on the experience throughout the war and how this was reflected through visual <b>RECORDINGS</b>  <b>RESPOND</b> to the <b>RESEARCH</b> using the material relevant to the artist</p>	
<b>Technology</b>	<p><b>USB LED Light:</b>  Understanding circuit design and layout.  -Graphical presentation techniques  Wider topics explored...  -Considering the social and cultural impact of a product  -Reducing the environmental impact of products</p>	
<b>PE</b>	<p>Topic: Yr. 8 Boys – Fitness/OAA/  Trampolining/ Football/Basketball</p> <p>Yr. 8 Girls - Table Tennis/Hockey/ OAA/Fitness</p>	<p>Topic: Yr. 8 Boys – Fitness/OAA/  Trampolining/ Football</p> <p>Yr. 8 Girls - Table Tennis/Hockey/ OAA/Fitness</p>
<b>Dance</b>	<p>Topic: <b>Bollywood</b></p> <p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>	<p>Topic: <b>Bollywood</b></p> <p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</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>
<b>Drama</b>	<p>Topic: <b>The London Riots</b></p> <p>Essential Question:  How do we infuse techniques within scripts to create an audience worthy performance?  Investigating how to use:  Symbolism  Chair duets  Consequence of actions  Contrasting characters</p> <p>Students will look at more complex techniques, getting introduced to theatre company Frantic Assembly and their famous chair duets. By using these techniques, students are getting more technical in their ability and learning how to take their performances towards GCSE standard.  The social element within this topic is looking at both why the riots of 2011 started and what happened to some of the looters as a consequence.</p>	<p>Topic: <b>Mask work</b></p> <p>Essential Question:  How do we use Masks within performance?</p> <p>Investigating how to use:  Stock characters  Music to create atmosphere  Sound effects/sound scape  Levels to show status</p> <p>Within this topic students will look at the conventions of using mask in performance – students will each have their own masks for the topic and learn the rules of mask, as well as the difficulties when using mask.</p>



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<b>Music</b>	The Blues (continued) Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Identify the features of Blues music aurally Improvisation Compose a piece in Blues style	Samba Whole class ensemble piece in Samba style Theory - Rhythmic notation Identify the features of Samba music Call and response Compose a piece in Samba style
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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 you child's form tutor, their Learning Coordinator (Ms Kaposi: [kaposie@haileyburyturnford.com](mailto:kaposie@haileyburyturnford.com) ) or the Subject Leader if you have any questions or concerns.

Yours faithfully



**Mr B Walsh**  
Assistant Principal



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