

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	My Life My Choices	Lang and Lit Skills
Maths	Module 6: Angles & Transformations (2 weeks) Module 7: Constructions & Loci (2 weeks)	Module 8: Algebraic Manipulation (3 weeks) Module 9: Length. Area & Volume (3 weeks)
Science	Biology - Organisation	Chemistry – Hydrocarbons and chemical analysis
History	America: Opportunity and Inequality Part 3 <ul style="list-style-type: none"> • Post-war American society and economy • Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s • America and the 'Great Society': the social policies of Presidents Kennedy and Johnson 	Health and the People Part 1 <ul style="list-style-type: none"> • Medieval medicine • Medical progress • Public health in the Middle Ages
Geography	Unit 1, Topic 3: Distinctive Landscapes What is a landscape? What makes a landscape distinctive? What are the physical landscapes of the UK? What physical processes shape our landscape? What are the key characteristics of known landscapes?	
RSE	Equality Racial inequality and inspirational historical figures Gender inequality and the impact of feminism Social inequality and the impact on different societies Attitudes to prejudice and discrimination Charities and organisations that work towards equality	
Spanish	School subjects, opinions and teachers 'me gusta' Comparatives Adjective agreement Qualifiers Uniform, colours, basic school details Rooms in school Comparing primary and secondary schools Negatives School rules and opinions Debating Infinitive structures Plans for future exchange Future tense Asking questions in future tense School activities and achievements Direct object pronouns Using 'desde hace'	



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Art	<p>Topic: Food</p> <ul style="list-style-type: none"> - Initial RECORDING relating to the theme - Initial RESEARCH into an artist relevant to theme - Initial RESEARCH into healthy/ unhealthy food - Initial RESEARCH in to colour theory to support - Initial RESPONSE using RESEARCH - Introduction of second RESEARCH - Development of RESPONSES creating various RECORDINGS - Development of ideas to create final RESPONSE <p>Students will be able to handle and work with food from observation. There will be a consideration of healthy and unhealthy food types and how visually these are presented and are more or less appealing. Students will be expected to understand different contextual sources considering how to promote healthy eating in a visual manner</p>
ICT	<p>The BTEC Tech Award is a vocational qualification intended to expose students to the working world and introduce concepts and content that is related to how computers are used and designed for a particular purpose.</p> <p>Students will be required to consider how we interact with devices and why there are various ways to interact with them. There will be a discussion regarding the 4 main ways in which users could interact with a Device and how some are more effective than others. Students will be required to provide examples of various devices and interfaces. They will then be required to conduct a project, using a simple methodology and track and monitor their progress as they complete the task of creating their interactive device. The intention is to expose students to a variety of ways in which we as humans interact with the devices around us and how we do this effectively. In the process of completing the component students will need to follow a project management methodology.</p>
Technology: Engineering	<p>Although this project focusses on two specific areas of Design and Technology there are opportunities for teachers to explore many other related topics as an extension activity. The students learn about the different types of motion as they explore how mechanisms are used in a range of products and how energy can be generated and stored. They focus on the effect different gear ratios have on movement before using this concept in the manufacture of their own rechargeable wind up torch</p> <p>The types of mechanism</p> <ul style="list-style-type: none"> -Exploring charging circuits and the components used. -Packaging design <p>Wider topics explored...</p> <ul style="list-style-type: none"> -Exploring the work of the famous inventor Trevor Bayliss and the wind-up radio he created for use in developing countries.
Technology: GCSE D and T	<p>This project builds on the student's knowledge of basic circuits as they learn how to design their own circuits. They will work through the design process to develop the style and shape of their own sweet dispenser before learning how to use basic electronic calculations to select the correct electronic components and connect them up effectively.</p> <ul style="list-style-type: none"> -Circuit design and construction <p>Wider topics explored...</p> <ul style="list-style-type: none"> -What do we mean by corporate identity and branding? -What impact does branding have on society?



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Technology: Food	<p>Students will carry on learning the basic knowledge needed for their GCSE through theory and practical lessons.</p> <ul style="list-style-type: none"> • Protein • Vegetarianism • Vitamins • Minerals • Fats • Functions of eggs • Carbohydrates 	
PE	<p>Topic: Yr. 9 Boys – Fitness/OAA/Trampolining/Basketball</p> <p>Yr. 9 Girls – OAA/Fitness/Table Tennis/Hockey</p>	<p>Topic: Yr. 9 Boys - Fitness/OAA/Trampolining/Basketball</p> <p>Yr. 9 Girls – OAA/Fitness/Table Tennis/Hockey</p>
PE: CNAT	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Outcome 3 - Understand positive effects that the media can have on sport.</p> <p>Brief outline of key concepts and skills learned. Negative effects that media can have on sport, i.e.</p> <ul style="list-style-type: none"> • decline in live spectatorship • loss of traditional sporting values • media coverage of inappropriate behaviour of athletes, • increased pressure on officials • newspapers are dominated by a few sports • saturation 	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning objective 1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Brief outline of key concepts and skills learned.</p> <ul style="list-style-type: none"> • Different leadership roles and opportunities • role-related responsibilities • personal qualities which relate to leadership roles • Leadership styles
Dance	<p>Topic: Dance Appreciation and performance skills. 'A Linha Curva' Itzik Galili, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1. Performance of A Linha Curva focusing on physical, technical and expressive skills (P/T/E).</p>	<p>Topic: Dance Appreciation and performance skills. 'Shadows' Christopher Bruce, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1. Performance of Shadows using P/T/E skills.</p>
Drama	<p>Topic: Exploring the Performing Arts (component 1) Essential Question: How do we research and explore different</p>	<p>Topic: Exploring the Performing Arts (component 1) Essential Question: How do we research and explore different Practitioners?</p>



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	Practitioners? Investigating how to use: Examine professional practitioners' performance work. Explore the interrelationships between constituent features of existing performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context	Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context		
Music	Component 1 Pop Music – 1960's to 1980's Analysis and listening skills Solo performance Ensemble performance Component 1 Film music Analysis and listening skills Identify features of film music aurally. Identify instruments of the orchestra aurally and visually Solo performance Ensemble performance			
Business BTEC	COMPONENT 2; Planning for and Pitching an Enterprise Activity Spring Term: A/B Explore ideas and plan for a micro-enterprise activity Pitch a micro-enterprise activity			
Business GCSE	Topics Theme 1 1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity. 1.3 putting a business idea into practice. Summer Term: 1.3 Putting a business idea into practice continued	Key knowledge The dynamic nature of business. Risk and reward The role of business enterprise Customer needs Market research Market segmentation The competitive environment Business aims and objectives Business revenue, cost and profits Cash and cash flow Sources of business finance 	Cultural capital To understand the dynamic nature of business in relation to how and why business ideas comes about. How they identify opportunities through understanding customer needs and conducting market research. How businesses concentrating on survival and financial aspects.	



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Media	<p>Component 2: section A</p> <p>Audio Visual</p> <p>Looking at technical and visual codes-</p> <ul style="list-style-type: none"> • Camera shots • Lighting• Editing <p>Looking at television genre including studying</p> <p>key sequence and representations of gender</p>	<p>Component 2: section A</p> <p>Audio Visual</p> <p>Comparisons between televisions programs</p> <p>Practical:</p> <p>Intro to Adobe Premiere by writing an opening sequence for a reality tv program focusing on Media Language, Audiences and representations.</p>
Photography	<p>Topic: Angles and Viewpoints</p> <ul style="list-style-type: none"> - Showing an understanding of recording skills - Recording using developed technical skills - Critique and refinement of recordings - Selection of most successful outcomes <p>This project will allow students to use the internet to source purposeful and relevant information to support their own learning. Understanding how they can rely on other sources to improve and refine their skills in different aspects of their life.</p>	
Child Development	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO2: Understand antenatal care and preparation for the birth</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO3: Understand postnatal checks, postnatal provision and conditions for development</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. 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 Johnson: johnsonk@haileyburyturnford.com) or the Subject Leader if you have any questions or concerns.

Yours faithfully

Mr N Megaw
Assistant Principal



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