

The Curriculum Subject Information

English & Literacy

"Even the most misfitting child Who's chanced upon the library's worth, Sits with the genius of the Earth And turns the key to the whole world."

Ted Hughes.

English is the touchstone to all school activities. The English Department's aim, within its main areas of activity; spelling, punctuation, grammar, reading and writing, is to encourage and develop communication. The strategies that the department employ include:

- Thoughtful, fluent and correct speech and the ability to understand what people say.
- Responding to others' ideas and opinions.
- Development of sound and accurate literacy skills.
- Stimulation of the imagination to produce creative written and spoken work, which is both thoughtful and thought provoking and includes drama and role play as an important element of children's learning.
- Fostering the appreciation of literature and the media for pleasure and information.
- Exploring different media and making considered choices.
- Developing a thorough appreciation of the correct use of spelling, punctuation and grammar; to construct and communicate sentences with skill and clarity.

Within this broad area we endeavour to help the children acquire greater control over the language they speak and write; to broaden their intellectual experience and to increase their understanding of the world and society in which they live.

Children are encouraged and motivated to reach their potential through a range of interactive teaching and learning strategies. They are encouraged to be questioning and curious, to become independent and aware of their own strengths and weaknesses and so set targets for self-improvement.

As OfSTED observed, 'One of the features of teaching in English is the extent to which pupils are encouraged to reflect, to speculate and hypothesise. Learning in English lessons is a journey of exploration in which pupils are challenged to think for themselves, and to take risks in formulating responses.'

At Harrold Priory we have high expectations of our children, in terms of achievement. We encourage them to work hard towards reaching their potential, to enjoy the subject, and, of course, to do their best. All children have much to offer, gifted and talented, as well as those who need some support.

The English Policy is a thematic one based upon the use of a wide range of literary and information texts. As well as broadening a child's knowledge of good quality literature this offers opportunities to develop creative, interpretative, speaking and listening, and dramatic skills and to present work accurately and artistically. For example, in Year 6 pupils are introduced to Shakespeare's 'Macbeth' as well as completing a number of wide ranging topics, including an author study of Anthony Horowitz. In Year 7, pupils study topics as diverse as speech making and storytelling, persuasive writing and poetry. In Year 8, pupils study and explore the genre of gothic horror as well as an extensive study of Shakespeare's 'Romeo and Juliet'.

The English curriculum is constantly reviewed and updated to meet the ever-changing needs and opportunities of the 21st century, providing new challenges, meeting the needs of our pupils and enable them to reflect upon the changing world around them.

Assessment is formative and ongoing throughout the school, informing teachers, pupils and parents about individual levels or attainment. Formal assessments are also conducted at the end of each term. In Year 6 Key Stage 2 SATs are conducted and Year 8 students complete a condensed Key Stage 3 course. Explicit literacy skills are modelled and taught. Homework activities complement and consolidate learning in class.

In Key Stage 2 and Key Stage 3 pupils are taught in broad ability bands with additional support provided in a 'core-skills' group too. Teaching is tailored and delivered to support the individual needs of pupils. The department is well resourced in novels, textbooks and support material. The Subject Leaders for English and Individual Needs work closely together with Teaching Assistants, providing individual and small group support in the classroom as appropriate.

We have a pleasant, spacious library resource centre, staffed by a professional librarian, which is utilised as a centre for learning and reading for enjoyment; every child has a library lesson once a fortnight. World Book Day is celebrated each year and a variety of visiting writers, poets and illustrators engage the children's interest in books.

Literacy is promoted across the curriculum. It is the responsibility of all staff to promote and ensure sound literacy skills and an awareness of style and technique across all areas of the curriculum. Whole school literacy targets are set in addition to the children's personal targets. Opportunities for cross-curricular links have been established and are an integral part of the English Curriculum.

Mathematics & Numeracy

Within the Mathematics Department our aims are:

- To set challenging targets with high expectations of all pupils
- To engage and motivate pupils and promote their active participation in lessons by offering a variety of approaches to teaching and learning
- To ensure progression throughout their time at Harrold Priory and facilitate smooth transitions between lower and upper schools
- To explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of Mathematics

During Key Stage 2 we follow the new National Curriculum for Mathematics and students are externally assessed at the end of Year 6 in the Key Stage 2 SATs.

At Key Stage 3 we follow a condensed programme of study, preparing pupils to commence the GCSE programme of study on transfer to their Upper School.

During their time at Harrold Priory, we want our students to:

• Develop an understanding of, and a 'feel' for, numbers

- Think logically and flexibly
- Communicate clearly and concisely their methods and strategies, both orally, on paper and the use of technology
- Be willing and able to explore new areas of mathematics independently
- Learn a wide range of mathematical techniques and to apply them when solving problems
- Use their mathematical skills in other areas of the curriculum
- Be equipped for the 'real-life' mathematics they will encounter outside school.

Maths – Scheme of work overview

Year 5

Autumn	Spring	Summer
Calculations 1	Number 2	Number 3
Number 1	Statistics 2	Statistics 3
Statistics 1	Geometry 2	Geometry 3
Geometry 1	Fractions, Decimals and Fractions, Decimals and	
	Percentages 2	Percentages 3
Fractions, Decimals and	Measures 2	Measures 3
Percentages 1		
Measures 1		

Year 6

Autumn	Spring	Summer
Calculations 1	Calculations 2	Needs led revision
Number 1	Handling Data 2	SATS
Handling Data 1	Shape 2	Fun maths
Shape 1	Number 2	Number and Algebra 1 (yr7
		introduction +topic)
Fractions, Decimals and	Handling Data 3	Shape, Space and Measures 1 (yr 7
Percentages 1		introduction topic)
Measures 1	Measures 2	
	Fractions, Decimals and	
	Percentages 2	

Year 7

Autumn	Spring	Summer
Number and Algebra 1	mber and Algebra 1 Shape, Space and Measures 2	
Handling Data 1	Algebra 3	Number 4
Shape, Space and Measures 1	Shape, Space and Measures 3	Shape, Space and Measures 4
Number 2	Number 3	Handling Data 3
Algebra 2	Algebra 4	

Year 8

Autumn	Spring	Summer	
Algebra 5/6	Number 6	Needs led revision	
Number 5	Algebra 8	Number transfer unit (yr9	
		introduction topic)	
Shape, Space and Measures 5	Handling Data 5	Algebra transfer unit (yr9	
		introduction topic)	
Handling Data 4	Shape, Space and Measures 7	Handling Data (yr9 introduction	
		topic)	
Algebra 7	Needs led revision		

Computing

ICT capability is fundamental to participation and engagement in modern society; therefore we offer our pupils the opportunity, within their Computing lessons, to experience a wide variety of technology and software in order to prepare them for the 'real world'.

The school currently has one ICT suite with 32 computers allowing pupils to work independently in lessons. We also have computer access in the school library and also 30 iPads. Teachers are able to use these iPads in any lesson in order to enhance learning and creativity through technology.

The school has Interactive Whiteboards in every classroom with software to bring 'learning to life' through interactive and multimedia presentations.

All pupils are taught Computing in mixed ability classes covering such areas as Internet Safety, Control Technology, Web Design, Spreadsheets, Research Skills, PowerPoint Presentations and computer programming.

Following Key Stage Two, we prepare our pupils for Key Stage Three through a two year condensed Key Stage Three syllabus. This provides pupils with an early access to a GCSE ICT at the Upper School. We meet regularly with our fellow Middle Schools in the Federation, working together to share ideas, schemes of work and working on a joint project in Year 8 to facilitate the transfer of data to the Upper School.

Pupils are actively encouraged to use the skills acquired in Computing across the curriculum to enhance both the work produced in other subject areas and within their homework.

The school encourages pupils to demonstrate creativity and understanding through Computing clubs available at lunchtimes where they can revise and research topics for lessons, or enhance pieces of homework.

Science

"What we know is a drop, what we don't know is an ocean."

— Sir Isaac Newton

The aim of the Science Department at Harrold Priory Middle School is to develop the enquiring and investigative skills which will allow pupils to access Science to GCSE and beyond, as well as in the wider world.

Science involves a range of activities and processes that develop research, problem solving, manipulative, creative, inter-personal and communication skills along with a body of scientific knowledge. The emphasis on practical work encourages both independent thinking and co-operative group work. These provide a means by which pupils may become confident citizens in the scientific and technological world they live in.

All Science is taught in mixed ability groups throughout the school with all classes being taught in our two specialist laboratories; with five lessons per fortnight for Key Stage 2 students. We follow a modular course covering all three sciences with regular testing to monitor pupil progress; a range of teaching styles is used to deliver exciting lessons, using the full array of scientific equipment and ICT, based on the TigTag and Exploring Science resources.

Key Stage 3 students see an increase in science time; six lessons per fortnight with an accompanying demand on the skills required from our pupils. More emphasis is now placed on how science works in the "real world" and the Exploring Science course looks at medical science, genetic engineering, forensic science and environmental issues amongst others. This prepares our pupils not only for examination science but for the many challenges facing them in their **future**.

The KS3 course is condensed to accelerate learning and allow pupils to begin GCSE Science courses in Year 9 at Sharnbrook Upper School. At the end of Year Eight pupils will take a transfer examination which provides the upper school with additional data for setting on transfer.

We have an excellent working relationship with our fellow Middle Schools in the Federation, jointly sharing ideas, schemes of work and resources. Our long established links with the Upper School have facilitated first class transfer providing the best of opportunities for our pupils.

A science club operates after school on a weekly basis for all enthusiastic young scientists and our Trust status facilitates the development of links with local scientific organisations, like Unilever so that we can further enhance our delivery of the curriculum.



Art & Design

"It's not what you look at that matters, it's what you see." Henry David Thoreau

In Art and Design, pupils are encouraged to develop their imagination and creativity through first hand practical experience, whilst ensuring a stimulating and exciting curriculum is explored. They develop a personal response to a range of themes using a variety of media including paint, pencil, pastels, clay, paper mache, mod roc, face paints and photography. Pupils explore the work of individual artists, art movements, cultures and prevalent themes that have inspired both the contemporary and historical artist.

Themes range from broad subject matter such as colour, film making, the human figure and popular culture, to contemporary art.

Pupils are encouraged to think like artists working in a studio type setting, recording their progress in sketchbooks both at school and at home. Cross curricular links have been established incorporating elements of Art History, Performing Arts, Mathematics, R.E and PSHE.

	Themes / Projects
Year 5	Cultural Art
Year 6	Face Painting - Creatures Of The Rain Forrest Music Video
Year 7	A Critical Study leading to a mixed media 3D/2D piece
Year 8	A Transfer Piece – Taken from a wide selection of subject matter choices

"Art is fun and has inspired me to believe in myself". Pupil Quote

Tell me, I'll forget. Show me, I may remember. But involve me, and I'll understand. Chinese Proverb

Design Technology-Resistant Materials

This subject is about using resistant materials such as wood, plastics and metals to design products for the real world. It's also about taking an idea from the moment of inception and developing it through planning and prototyping to the final product or design realisation; this can then be used and evaluated.

As well as the afore mentioned materials, students will also experience sketching & graphic presentation techniques, joining techniques, basic technical drawing skills, 3D modelling and ICT skills and circuit building.

Pupils develop an incredibly broad skills base that they acquire whilst studying via the use of a variety of machinery, tools and equipment.

The pastoral and social learning aspects of Resistant Materials can build student confidence whilst developing their collaborative skills through team challenges. It also stimulates creative approaches to problem solving, encourages independence and can enhance organisational skills too.

Presentation standards and dexterity can improve via the use of the precision tools, drawing equipment and attention to detail the children apply whilst going through the various design & make processes.

In the long-term, RMT can open avenues into a plethora of careers ranging from architecture, engineering, product design, entrepreneurial business, CAD operators, branding & advertising, construction as well as some of the more traditional trades such as plumbing and carpentry. Ultimately, all employers want creative individuals and problem solvers who can work collaboratively and the development of those much sought after skills is what Resistant Materials is all about.

Some of our ex-students have gone on to pursue careers in the design fields of theatre and stage design, furniture design, engineering and graphic design to name but a few. The wide variety of knowledge, disciplines and skills taught allow Resistant Materials to be one of the most purposeful, fun and engaging subjects you can study.

A little about Design & Technology and S.T.E.M

S.T.E.M is an acronym for science, technology, engineering and mathematics. Government has long identified **S.T.E.M** education as a major priority at both school and HE level. However the view of S.T.E.M that young people experience outside of school is far more complex – with technology and engineering at the fore, drawing on a broad science base and mathematical expertise. One challenge for S.T.E.M teaching is to help young people recognise how the design & technology and engineering that they study at school or college can lead to rich and varied career pathways. The work of S.T.E.M organisations builds on government's ongoing strategies for developing a strong supply of scientists, engineers, technologists and mathematicians.

The National S.T.E.M centre

Some of our most recent Design and Make Assignment examples in		
	Design and Technology - Resistant Materials	
• Extreme Packaging – S.T.E.M Challenge • Extreme Structures & Towers – S.T.E.M Challenge • Ergonomic Pen Casing Design • Corporate – Graphic font design and presentation • The Steady Hand Tester – Circuit building and vacuum forming • Smart Device Support-SUS linked assignment		
KS3	 Extreme Entomology – Small-scale base metal products influenced by insect morphology and biomimetics The Bridge Building Team Challenge - S.T.E.M Challenge Egg Crash Vehicles – S.T.E.M Challenge Lighting Product Design Storage container – With an ergonomic handle Ergonomic Ear Bud Holder Clock Design-Acrylic shaping & forming techniques 	

Prospectus Information for KS2 & 3 (DT) Food Technology

	Overview	Course Content
Year 5	During Y5 emphasis is placed on fostering an understanding of healthy eating while at the same time developing pupils' ability to work safely and independently in the kitchen. There are many exciting food based experiences including tasting, experimenting with food and producing new food items. This is a 10 hour course and there is one major DMA with a focus on food.	Let's Investigate Food Introduction to the food room. Health and Safety –avoiding hazards. Use of basic small equipment. Simple cutting and presentation skills. Introduction to the cooker. Methods of heat transfer. Sensory Analysis – Hedonic Ranking. Introduction to healthy eating – 'The Eat well Plate' Food Groups Investigating the Fruits & Vegetables section and the Dairy section of The Eat-Well Plate. Introduction to simple electrical equipment (scales and hand blenders). DMA: Tasty Textured 'Super Sarnie'

Year 6	During Y6 pupils build on their knowledge of healthy eating and continue to develop both confidence and independent working skills. They learn more about specific health and safety issues and also think about how the guidelines for healthy eating can be used when planning meals. This is a 10 hour course and there is one major DMA with a focus on food.	Food and Health Health and Safety – importance of personal and food hygiene. Healthy Living – . Review of Eat well plate; Food Groups and nutrients and guidelines for healthy meals. (8 Tips for a healthy lifestyle). The use of Hedonic Ranking and Star Profiling scales when tasting foods. Different dips, their international origins and when/ how they might be eaten. Using a design specification to develop a product Food labelling, legal requirements – design of own food label. DMA: Delicious Dips and Dippers
Year 7	During Y7 a baking project forms the basis of food study. Emphasis is placed on using and adapting recipes to suit your own needs and budget while at the same time being creative. Pupils work mainly independently. This is a 15 hour and there are 7 mini design and make assignments based around different food preparation techniques.	Brilliant Baking Health & Safety – 4Cs of food preparation. Choice, use and adaptation of basic recipes to meet different needs and budgets. Use of electrical equipment – electric whisk/ blender/ food processor etc. Importance of portion control and presentation techniques. Wise food shopping. Teacher and Self-evaluation: Design & Cookery Skills Level
Year 8	During Y8 emphasis is placed on understanding the needs and wants of the consumer and developing new and exciting food products to meet specific needs. The Licence to Cook (L2C) forms the basis of the program of study where pupils develop their meal-making skills. Pupils work mainly independently. This is a 15 hour and there are 7 mini design and make assignments based around different food preparation techniques.	Meals in Minutes Health & Safety – Hazard Analysis and Critical Control Points. Development of basic meal preparation skills especially timings and personal preparation. Reading and following recipes – adapting recipes (where appropriate) to suit a range of needs such as personal taste, cost and availability/ seasonality of ingredients. Surveying the internet for prices and costing recipes and their portions. Money Matters (an extension to Wise food shopping yr7). Teacher and Self-evaluation: Design & Cookery Skills Level

Humanities

The Humanities Faculty consists of the subjects of Geography, History, Citizenship and RE. It is our aim to work closely within the faculty whilst fostering links with other departments to make the most of curricular and enrichment opportunities. It is our belief that every child matters and we hope to provide an enjoyable learning experience of the Humanities.

Geography

"He that travels much knows much."

The aim of the Geography department throughout the four years is to nurture pupils' appreciation, understanding and concern for the environment. It is important that the present generation of children is encouraged to care for the world. We seek to raise their awareness, interest and skills in human, physical and environmental aspects of their world at local, national and global scales.

Geographical skills are taught and developed so that pupils can read, interpret and produce a variety of maps. Fieldwork opportunities are incorporated where possible. Pupils are also encouraged to develop their independence through enquiry and research, and communicate their findings by drawing conclusions and evaluating their work. Tasks are differentiated to meet individual needs of the class, offering further support where needed and providing intrinsically more challenging opportunities for able pupils. Pupils are encouraged to engage and involve themselves fully to enjoy and make the most of their Geography lessons. Pupils are offered a wide range of experiences, such as residential trips and visits.

Links with Citizenship are also made as pupils learn to interact with their peers and begin to appreciate their role and the role of others in society.

A very important connection is also made with History, RE and Citizenship. This is so that all four Humanities subjects can work together to enhance cross-curricular learning opportunities for pupils. Year 7 and 8 lessons have all been reviewed in light of the new secondary curriculum. Year group schemes of work also include Performing Arts activities.

The increasing use of interactive whiteboards in lessons engages and motivates pupils as well as being a valuable learning resource. Thinking skills activities are also given high priority in Geography lessons. This material is used to reinforce accelerated learning principles.

All pupils are taught in mixed ability classes. In all Year Groups pupils have a one hour lesson of Geography per week. Pupils study themed topics of work as outlined for each Year group below.

In Year 5 pupils begin the year by studying the locality of the school, the catchment of the school, including where pupils come from and develop their map skills. They then study an introductory topic on the British Isles that ensures that children have the key knowledge of their own country and neighbouring countries. In the Summer Term they focus upon Africa and chocolate.

Year 6 begin their year with the topic of mountains, rivers and deserts, which provides an opportunity to learn about contrasting environmental areas of the world. In the Summer Term the focus is upon Brazil, beginning with mapping skills and moving onto human geography. This topic aims to explore the most famous rainforest on our planet as well as developing an understanding of the culture and people who live and work in Brazil.

The Year 7 syllabus considers the natural environmental systems of the earth, earthquakes and volcanoes, including the hazards they present and how the environment and people respond and adapt to the changes. They then focus upon Settlements and finally Africa.

Year 8 pupils study the population, with regards to an "Unfair World". They then go on to look at Coasts and decision – making tasks.

The department liaises closely with the other middle schools and Sharnbrook Upper School, within the federation, so that there is continuity and progression. The study of Geography at Harrold Priory provides pupils with a foundation of knowledge about the world around them, the necessary skills and the opportunity to form a lively interest in the subject that they can pursue in Year 9 and beyond.

History

- To fire pupils' curiosity about the past in Britain and the wider world.
- To consider how the past influences the present;
- To understand what past societies were like, their beliefs and cultures;
- To develop an understanding of time and the chronological framework for important events, changes and people affected;
- To create knowledge and understanding of the past;
- To develop a greater understanding of the present; and,
- To contribute to the pupils' developing maturity and future role in society.

In all Years we emphasise skills and concepts which enable pupils to use varied sources from which to extract knowledge, then to interpret historical evidence, weigh it up and reach their own conclusions. They will see the diversity of human experience and grow a deeper understanding about themselves as individuals and members of society.

In Year 5, the pupils study the Tudor monarchs, Tudor social history and the Victorians.

In Year 6 the programme of study includes the ancient civilisation of Greece and coming out of the Dark Ages: The Vikings.

The Year 7 syllabus covers Medieval Realms which starts with a close look at the Battle of Hastings. The study then enlightens students awareness of the changing political and social events that reshaped medieval England and Europe until the coming of the Tudors, in 1485.

Year 8 focuses on the major changes which happened to English society during the 16th, 17th & 18th centuries, leading to the making of the United Kingdom. Tis includes studying many political and social structures which still exist today. In the summer term, pupils investigate Native American History, which shows them a different culture and outlook on the world.

You can see that we try to enrich the pupils' experience whenever possible and rely on parents' support and generosity to make this possible. Where possible we try to involve outside speakers and agencies as well as visits to significant historical sites and museums.

Modern Foreign Languages

"Those who know nothing of foreign languages, know nothing of their own." Goethe, 18th Century German writer.

At Harrold Priory we aim to provide stimulating and enjoyable experiences relevant for all our language learners.

French is taught throughout Year 5 to Year 8 in mixed ability sets. To engage and challenge young linguists there are lots of resources designed to make learning languages fun. Staff enthuse students about the benefits and share their passion for the subject.

At Key Stage 3, more-able pupils can opt to become dual linguists by studying one half a term of both Spanish and German. For the remaining 2 terms in Year 7, they select their preferred language which they continue into Year 8 and beyond. This is delivered to approximately half the year group. They receive, therefore, an extra hour of MFL teaching as part of our options programme.

The Department is delighted to be offering a week's trip to France in Year 7. It entails a full programme of exciting activities which are run by experienced young French coaches and we are fully immersed into the language and culture of the country.

The Performing Arts

"Tell me and I will forget, show me and I will remember, involve me and I will understand." Chinese Proverb

Aims

- ♦ To provide a means for expressing ideas, moods and feelings
- To enable children of all abilities and all cultural backgrounds to work together, experiencing the varieties of expression, acquiring specific skills and developing self-confidence through the experience and discovery of a variety of art forms.
- ♦ To develop children's knowledge and appreciation of the diverse cultures within the school and their local community through the arts.

Objectives

- ♦ To offer a broad curriculum that enables the sustaining of an idea from conception to realisation.
- ♦ To allow work to be created individually and to stimulate the best possible progress and highest attainment for all pupils.
- ♦ To enable the selection, control and arrangement of ideas and materials appropriate to intention.
- ♦ To provide rich and varied contexts for learning.
- To develop the ability to understand and value historical, inter-cultural, environmental and industrial aspects of creative activity made by performers, musicians, dancers, artists, craft workers and designers.
- ♦ To ensure an individual is well versed and competent in the chosen art forms.

The Performing Arts faculty incorporates the music, dance and drama aspects of the curriculum. In 2013 the school was awarded Arts Mark Gold status for the Arts – we are now in a position where we are able to support pupils and the wider community with specialist provision and resources, enhancing our reputation in the arts.

The arts are a powerful means of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. We aim to introduce children to the Arts as a live experience and give them lasting enjoyment of the various disciplines. Pupils are given opportunities, where appropriate, to develop and apply Information Technology capability, exploring and creating using a range of media.

At Harrold we engage with a range of arts professionals, external practitioners, local and national companies to provide the very best arts enrichment for our pupils.

Annual Arts Events:

Term	Event	
Autumn	Visiting practitioners Black History Month	
	KS2 Theatre visit (local, regional)	
	KS3 Theatre visit (West end)	
	Shakespeare Festival, Battle of the Bard	
	Federated Christmas concert	
	Harrold's Christmas concert	
	KS2 Play	
Spring	Year 5 performance	
	Dance Show	
	Create Festival at Sharnbrook Upper School	
	Spring Arts Showcase	
	Lower School Cluster Arts Day	
Summer	KS3 Summer production at The Mill Theatre	
	Festival on the Field	
	Year 8 Arts Celebration Evening	
	Arts Week	

The Curriculum

The pupils have an opportunity to experience a range of activities within their drama, dance and music lessons, every pupil in the school receives lessons in these areas at least once a fortnight, although pupils can opt to participate in weekly schemes as part of their options at Key Stage 3:

Drama

Dramatic Arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express.

A student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for Dramatic Arts in schools.

Drama Key Stage 2

Years 5 and 6

Year 5

An Introduction to Drama

This scheme is a series of lessons that explores the basics within drama and introduces the pupils to new terms and ideas.

Concentration and Improvisation

In this Scheme, pupils explore the skills of improvising and develop an understanding of the difference between a polished and a spontaneous improvisation.

Mime and Movement

This scheme focuses in on movement rather than voice and challenges preconceptions that having something to say necessarily makes you a good actor.

Year 6

Characterisation of Voice

This scheme is focused on helping pupils become more versatile. The scheme looks at how we use our voice in drama and how we can make it more effective by changing tone, note, inflection and loudness.

Without Words

In this scheme, pupils investigate the various levels on which we use to communicate. Pupils then investigate and use mime as a tool for communicating without words.

WW2 Evacuation

Using the stimulus of the theme of evacuation in World War 2, this scheme aims to introduce techniques to explore and develop character skills. This topic makes excellent cross links with History. PSCHE and English.

Musical Theatre

This project looks at a variety of Musical Theatre performances. Pupils investigate the problems and solutions that embed the story lines and then create their own scripts based around these ideas.

Silent Movies

This project looks at introducing the study of film history. The pupils study the forefront of movies and how the whole culture evolved through silent movies. Pupils explore the use of mime and its effectiveness through a series of improvisations At the end of the project, groups of students perform a piece of work based on storylines that occurred in silent movies using mime.

An Introduction to using Masks

In this scheme, pupils are introduced to the basic techniques required for acting while wearing a mask. They develop their physicality and body movement to communicate ideas in performance. Pupils will devise, select and refine a short piece of work for a performance.

Year 8

Superheroes

This project is about characterization and physical theatre. Pupils explore the clichés and devices of the comic book genre and invent, develop and perform their own superhero characters in original performances. In groups, pupils will devise, create and refine their work to understand how to connect with an audience more effectively.

Darkwood Manor

This project is in support of their 'Gothic horror' topic in English during y8 and pupils use a text as a stimulus for role play. Pupils explore different characters, issues and situations, as well as contrasting dramatic techniques to present different perspectives through working in role.

Commedia Dell' arte

In this project, students study this Italian form – Commedia Dell'arte, which reached its height of popularity in the 16th and 17th Centuries. The aim of this topic is to give an overview of this dramatic form and involve pupils in a lively physical comedy as they work towards dramatizing a scenario.

Music:

Music is a foundation subject that all children can access successfully. Students will come into the school with different experiences of music and depending on prior learning, experience and instrumental knowledge all students will be challenged appropriately in a mixed ability setting.

All years have a one-hour lesson per week and will explore skills and concepts through the integration of performing, composing, listening and appraising. They will explore music using a range of musical resources such as the voice, drums, percussion, keyboards and music technology.

Topics & skills

Year 5	Year 6	Year 7	Year 8
Body beats	Space Mission	12 Bar Blues	Gamelan orchestra
Keyboard skills	Music technology	Experimental music	Film music
Music technology	Writing music	20 th Century music	Caribbean music
Singing project	Music notation	Hooks & Riffs	Reggae
Year 5 production	Music Theatre	James Bond	Calypso
Musical instruments	Theme & variation	Club dance project	Songwriting
World drumming	Pictures at an exhibition	Ballads	Music theory

Ensembles:

As a school we offer a huge amount of ensembles to further the practical skills and confidence of the pupils. Fun & friendship are vital ingredients within these ensembles.

Ensembles include our rock band, orchestra, windband, string group, drumming club, ukulele club, songwriter's society, choir and music technology club. All of which are free of charge and work towards termly performances.

Liaison Activities

As a federated academy of schools we take a collaborative approach to events and projects that run throughout the year. This encourages our students to work with students from our partner and feeder schools and gives them valuable experiences outside of their school setting. This year we are looking forward to the Federated Christmas Concert to be held at Bedfordshire University.

Extra-curricular

Throughout the year there are a number of seasonal performances, events and groups to become part of. This year we will offer choir, string group, wind band, orchestra and music technology access. All students are encouraged to get involved in music depending on suitability and experience.

We give students the opportunity to perform in bigger concerts, productions and events throughout the year.

Live performances are also held at the school from visiting groups and Bedfordshire Music ensembles.

Music Tuition

Peripatetic teachers visit the school on a regular basis offering tuition on all orchestral and popular instruments. Over 60% of pupils participate actively in music in school, extra-curricular clubs and private tuition out of school. Such learning provides pupils with huge enrichment possiblities socially, intellectually and culturally.

We encourage as many students as possible to take up a musical instrument. The best time to begin an instrument is the beginning of the academic year and therefore a recruitment process takes place at the end of the summer term. Pupils can indicate their interest to play an instrument at any time as there may be spaces on certain instruments. Pupils already studying an instrument with Bedfordshire Music will continue to have lessons as normal.

It is recognised that group learning is most beneficial for most students of middle school age, certainly beginners. Individual lessons tend to take place when students have established themselves on the instrument. Tuition takes place in school during lesson time for 20 minutes and pupils are expected to make up for work missed. Where possible, the lessons are rotated to minimise disruption to the same lesson each week. In Year 6, these are scheduled outside their English and Maths lessons during the run up to SATS.

Instruments

There are a number of instruments available for loan from Bedfordshire Music Service. Alternatively most reputable music shops hire out instruments at a reasonable charge.

Practical Examinations

The decision to enter pupils for Associated Board music exams will be made following a discussion between the peripatetic teacher, the parents, students, and the Head of Music. Parental consent is required before a pupil can be entered for a music examination.

Commitment

Progress is made by regular practice and this is always aided by parental support and encouragement. Students are expected to attend lessons unless absent. Lessons cannot be swapped on the day by students. Year 5 are given extra support and encouragement by all staff in this area. Schedules for lessons are posted weekly the music notice board. Students must check the times of lessons and liaise with the teachers of the affected lessons.

Students are expected to attend at least one ensemble associated with their chosen instrument and take part in concerts. This will occur when pupils have reached a basic required standard and are invited to join. Students must continue their lessons for a minimum of **three terms** and may only be discontinued following a discussion with the peripatetic teacher and the Head of Music. Please note that Bedfordshire Music requires a term's notice to cease lessons.

Music Staff: (BM = Bedfordshire Music)

Peripatetic Teacher	Instrument(s)
Mrs Barbara Taylor (BM)	Flute, Clarinet, Saxophone
Mr Will Alleyne (BM)	Violin, Viola
Mr Kevin Deverick (BM)	Guitar
Mr David Knight (BM)	Cello

Mrs Elizabeth Schofield (BM)	General Brass
Mrs Rebecca Bentley (BM)	Piano & Oboe
Mr Steve Howard	Drums
Mrs Pat Babbington	Bassoon
Mrs Winnie Choy-Winters	Piano/Keyboard
Mr Chris Topley	Voice

Dance

Dance is studied as an option at Key Stage 3 with a view to improving pupils' imaginative, creative and communication skills and offered as part of the Performing Arts curriculum. Pupils are given the opportunity to study a mixture of contemporary and traditional dance that draws upon a number of social and cultural influences. Children work individually, as pairs and as a member of a group to study a range of dance moves and concepts; the pupils then draw upon these experiences to conceive and choreograph their own pieces. In addition, extra-curricular dance clubs are held to engage pupils across all year groups.

Pupils are given outlets to perform dances they have worked upon throughout the year through a range of concerts, festivals and whole school productions.

	Dance
Year 5	<u>Autumn Term</u> – Mary Poppins (Step in Time). Musical Theatre.
	<u>Spring Term</u> – Harry Potter/ Climate Zones, linked to our Geography topic.
	<u>Summer Term</u> – The Power of the Circle. Native American themed dance.

Educational visits

In addition to visitors, we offer opportunities for pupils to experience the arts outside of the school environment. Our aim is to offer at least one high profile trip a term. We propose offering a broad and varied mixture, including plays, musicals, dance companies (Matthew Bourne, Lisa Spackman etc), Strong links with local amenities

Harrold Priory is developing a close affiliation with Sharnbrook Mill Theatre through the use of the venue for our school productions/ Federation performances and we aim to offer pupils a more varied experience by allowing students to explore stagecraft as part of their studies. In addition we aim to foster relationships with the following venues:

- Theatre MK
- Northampton Royal and Derngate
- The Castle Wellingborough
- Bedford Corn Exchange
- Sharnbrook Mill Theatre

Enrichment

Pupils need opportunities to develop the potential within the Performing Arts. For those that demonstrate an enthusiasm and commitment to these ends, provisions are made to ensure that opportunities are available. 'We aim to provide stronger links with the community as well as generate greater co-operation with our feeder lower schools and Sharnbrook Upper School. In the next few years Harrold Priory will be in a position to enhance its support for local events. Beyond what is already achieved we will offer opportunities to pupils to perform at village fetes, Christmas fairs and river festivals through our orchestras, dance and drama societies.

As part of our continuing commitment to the arts, Harrold Priory will invest time and resources in the following:

- Our continuing involvement in the Creative Arts Festival
- Participation in the Arts Awards

- School concerts and major production.
- Whole school 'Performing Arts' Day
- Educational visits to local theatres and amenities
- Visits by specialists in the arts

Within the next four years:

- Residential visits to Performing Arts Centres
- Established links with nationally recognised academies and institutions
- Support for productions and events from outside agencies

'Children need to go to the theatre as much as they need to run about in the fresh air. They need to hear real music played by real musicians on real instruments as much as they need food and drink. They need to read and listen to proper stories as much as they need to be loved and cared for.' Philip Pullman

Physical Education

"PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school."

At Harrold Priory our philosophy is to offer a broad curriculum so that every child can experience an interesting, challenging and enjoyable range of activities with opportunities to achieve and excel. Our PE department actively encourages mass participation by our pupils. Our aim is for every pupil to succeed, at their own level, in physical activity. We provide high quality, positive learning experiences and extra- curricular opportunities for both enjoyment and inter school competitions.

The PE Department has gained the Silver Kite-mark award this year, which reflects the vast opportunities that all pupils can receive at HPMS.

The PE department meets the demands of the National Curriculum whilst always looking for new, innovative methods for delivery. We thrive to be at the forefront of teaching Physical Education. It is important that "pupils develop personally and socially, working in groups and teams, developing concepts of fairness and of personal and social responsibility." Our department in both lessons and extracurricular clubs enable pupils to develop key life skills. Pupils have opportunities to be creative, competitive and meet new challenges head on, whether in a group or as an individual. Pupils are encouraged to focus on their *effort* and *attitude* in all activities to understand how to achieve their potential.

The facilities at Harrold Priory are good, we have a large field which houses Football, benefiting both pupils and the community, Rugby, Athletics, Cross Country, Rounders and Cricket. Having our own school mini bus enables our pupils to experience and compete in many inter school competitions. At Key Stage 2 all pupils receive 5 PE lessons over a 2 week timetable. These are taught in both mixed and single sexed groups depending on the activity and ability level.

Key Stage 3 pupils also receive 5 lessons over the 2 week timetable taught in both single and mixed sex classes. This gives us the opportunity to provide a wider range of sports and activities, and enabling all boys and girls to access the full curriculum and hopefully go on to choose to study PE at a higher level. The range of extra-curricular opportunities for sport is good at Harrold Priory; with staff offering their time and expertise to the fixture and club programme.

Activities are offered to all years							
Athletics	Dodgeball	Hockey	Rounders				
Cross Country	Football	Ultimate Frisbee	Rugby				
Basketball	Handball	Netball	Softball				
Cricket	Gymnastics	Traversing Wall	Tennis				

Citizenship

"Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities beginning in school, and radiating out." Professor Bernard Crick, Birkbeck College, London

Citizenship is taught in our teaching groups and gives pupils the knowledge, skills and

understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. Many pupils and staff are involved in fund-raising activities such as UNICEF and Children in Need. Pupils also have the option to donate their e-praise points to their House charity which are then converted into money. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions. KS3 pupils have the opportunity to develop their understanding of racism through initiatives relating to the Stephen Lawrence Education Standard.

Personal, Social and Health Education (PSHE)

PSHE at Harrold Priory has been developed in consultation with; whole school staff, governors, pupils, the school nurse service, the police liaison officer and parents.

PSHE is taught in form groups once every two weeks, with a set topic being taught which is key stage related each half term. Special events and visits from outside agencies assist in delivery of the programme. The programme is planned as a two year rolling scheme of work which is progressive through years 5 to 8.

Harrold Priory, as a Performing Arts School, believes performing arts have an important role to play in the personal development of pupils. The skills and qualities developed by pupils undertaking performing arts, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life. Performing Arts stimulates imagination and allows pupils to explore issues and experiences in a safe and supportive environment.

Harrold Priory has the Sportsmark Award and we believe that Physical Education and Physical Activity provide many opportunities for PSHE in terms of working with others, evaluating and improving performance and in the knowledge and understanding of fitness and health.

In addition all subjects contribute to the PSHE programme of study.

Lessons/ learning is assessed/ evaluated by teachers and pupils and self-evaluation is used as a basis for reporting progress to parents on a yearly basis.

Monitoring and evaluating the PHSE programme is the responsibility of the PHSE Co-ordinators and is part of the whole school programme. PSHE development is planned as part of the Whole School Development Plan.

Religious Education

"What is this life, if full of care, we have no time to stop and stare."

The aim of Religious Education at Harrold Priory is to contribute educationally to the development of the pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind.

The Law on Religious Education and Collective Worship

The pupils attend a daily act of worship in the form of Whole-School, Key Stage, House or Class assembly. Parents may request that their child is excused from the daily act of worship. The assembly themes are published for each term and may be inspected on request. An agreed syllabus must set out the plan for teaching RE in Local Authority schools. RE should be taught to all pupils in full time education, except for those withdrawn at the request of their parents.

Harrold Priory School follows the Bedfordshire Agreed Syllabus for Religious Education (SACRE) which also corresponds to the national framework for RE. In Years 3 & 4, the pupils consider the following themes and topics: Places of Worship; Jesus His Life & Times; Food and Fasting; Jewish Family Life; Water; and, Choices. The topics and covered from Year 5 to 8 are as follows:-

Year 5	Year 6	
Justice and Poverty	Humanists and Christians (Values)	
Hinduism	Life through good and hard times	
Why do people inspire others?	How to improve our community	
Years 7	Year 8	
Looking for God	Good and Evil, Right and Wrong	
Martin Luther King	Jesus: why does he matter?	
Sikhism	Islam	

Curriculum Enrichment

Pupils have supported local charities at Harvest and Christmas, eg The Shoebox Appeal.

Individual Needs

Teachers monitor the work, progress and attitude of the boys and girls through a variety of formal and informal means. From time to time a child may be identified as needing support or extension. We endeavour to ensure that pupils are given extra support and/ or opportunities whether or not they have a special educational need or they are gifted and talented in a specific area. Teachers are required to 'differentiate' pupils' work, which ensures the content of the lesson is accessible to all and stretches the most able. We have a well-defined whole school policy, in this regard.

Special Educational Needs

At Harrold Priory we take a supportive approach to build confidence and self-esteem, enabling greater independence for future learning.

Every child matters whatever their individual need. That might be a physical, academic, emotional, medical or behavioural need.

Some children may receive support for just a short time; others will need it for a longer period. The SENDCo will actively engage with relevant external professionals, parents and staff to ensure that the support is of the highest quality.

Our overall aim is for all children to mature into confident, independent and responsible young people who can read, write and access learning. We strive and encourage children to do their best and be happy.

Academic progress is carefully tracked to ensure the best provision for every child. All staff are aware of each child's needs, through liaison with their previous school, the use of data and through discussion with their parents and carers.

The Special Educational Needs and Disability Co-ordinator (SENDCo) and a team of Teaching Assistants provide advice to support for the provision of identified pupils, helping to personalise their access to learning. Support will vary according to the needs, of the group or individual. Sometimes it will be in class support; targeted small group work, or support outside the class room during unstructured times in school. Teaching staff are responsible for the learning needs of all children, through quality first teaching approaches.

Gifted and Talented

'I am neither especially clever, nor especially gifted. I am only very, very curious.' Albert Einstein. There are able and gifted children in all schools and it is our responsibility as educators to enable the potential of each pupil to be fulfilled. Effective practice for able and gifted learners is invariably good practice for all. Raising the challenge for able and gifted pupils by ensuring 'Quality First Teaching' in the classroom can help raise standards overall.

Some children display signs of high ability at an early age. However, since an individual's level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another.

At Harold Priory we endorse the Bedfordshire policy in line with the recent 'Every Child Matters' document that is designed to support schools to develop effective provision for able and gifted pupils. Staff will employ a variety of strategies for identification and will continue to review schemes of work

to ensure they are sufficiently challenging for the more able pupil. All pupils are challenged in order to fulfil their potential and reach their identified aspirational target grades.

Sex & Relationships Education

We have adopted the legal requirements and guidelines provided by the DfE, the Local Authority and other bodies for the teaching of sex education in Harrold Priory. Teachers have been involved in extensive professional development and in partnership with Local Authority consultants, to ensure that our practice is up to date.

Our Sex and Relationships Education (SRE) policy aims to support the child's growth toward self-esteem; self-respect; equal respect for the worth of others; and understanding of individual responsibility in relation to the standards and values held by society with regard to sexual activity; and an awareness of the moral and emotional dimensions which always attend such activity (or its abuse).

The intention is to transmit accurate information in a caring, sensible, appropriate context; so that myth and rumour, where they exist, can be dispelled; and the child can grow toward maturity with an enlightened picture of his/her own worth, potential, and responsibility.

We recognise that young people may ask pertinent questions, relating to their sexuality, in unplanned contexts. It is important that we respond effectively to such situations; and this response may involve explanation, which is morally and factually explicit, delivered sensitively and discreetly, when in the judgement of the teacher it is necessary and appropriate.

The right of parents to withdraw their children from any or all aspects of Sex Education in Personal, Social and Health Education is acknowledged; and, where such exclusion is requested in writing, the withdrawn child will be supervised in private study. In any situation where an external speaker addresses groups of children, a member of the teaching staff will be present; and may exercise an option of intervention if necessary.

Materials currently used are, chiefly, specialised texts, videos and worksheets. Parents wishing to see these may do so individually on written request; or when the resources are available on display at pre-arranged meetings.

The current policy was implemented in 2014 following consultation with staff, parents, pupils and governors. A copy of the full policy is available on request.

Our Aims

The school will work towards the following aims in partnership with its young people and parents:

- Promote self-esteem and respect for others as a basis for good health education and of therefore, good sex education.
- Nurture a partnership between caring adults governors, teachers, ancillary staff and parents to ensure sensitive support for children and young people as they grow and mature.
- Ensure children have the ability to accept their own and others sexuality.
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.
- Create an environment where questions and discussion on sexual matters can take place without embarrassment.
- Adopt a whole school approach to SRE.
- Promote the spiritual, moral, cultural, mental physical and social development of pupils at the school and of society; and
- Prepare pupils for the opportunities, responsibilities and experience of life.