

<b>ENGLISH</b>	<b>Programme of Study</b>
<b>Throughout the Year</b>	<p>Year 7 aims to establish strong foundations for future study by consolidating existing key writing skills including the following writing purposes:</p> <p>Describe / Explain / Inform / Entertain</p> <p>Reading skills are linked with writing with the reading of novels, autobiographical writing and other first person narrative texts.</p> <p>Speaking and Listening skills are developed through the study of drama including the reading of plays, script-writing and individual presentations.</p> <p>Broad research skills are encouraged through a weekly lesson based in the LRC in which students read both fiction and non-fiction.</p> <p>The foundations of language in a variety of texts are consolidated through a 'refresher' course in fundamental skills such as punctuation, grammatical correctness, accent, dialect and parts of speech.</p>
<b>Homework Marking &amp; Assessment</b>	<p>Twice weekly, at least one of which will be written.</p> <p>Work is assessed regularly using National Curriculum levels. An end of year examination assesses reading and writing skills</p>

<b>MATHEMATICS</b>	<b>Programme of Study</b>
	<p>Mathematics in year 7 will cover topics from all four attainment targets Number and Algebra + Shape Space and Measure + Handling Data + Using and Applying</p>
<b>Autumn term</b>	<p>Number and Algebra, Data collection, Number properties, Transformations, Symmetry and Polygons (including a week of Logo), Non calculator techniques for whole numbers and decimals, Three dimensional shapes.</p>
<b>Spring Term</b>	<p>Probability, Algebra, Angles and construction, Co-ordinates, Positive and Negative numbers, Straight line graphs, Units of measure.</p>
<b>Summer Term</b>	<p>Algebra (solving equations and formulae), Area and perimeter, Fractions, Decimals and Percentages, Measures of statistical average, Ratio and proportion.</p> <p>Throughout the Year: A number of investigative Functional Maths and ICT tasks, use of Maths 4Real video resources.</p>
<b>Homework: Marking:</b>	<p>Twice weekly and may include a learning homework. Each piece of homework corrected and marked out of ten with written comments where appropriate,</p>
<b>Assessment:</b>	<p>Test at the end of each unit of work, marked out of 10. Regular mental tests approximately once a fortnight. Progress test in November. An end of year examination consisting of Non Calculator and Calculator allowed papers spanning NC levels 4a – 7c will test all work covered during the year. Students will be placed in 5 sets according to their ability, based largely on the end of year examination.</p>

<b>MUSIC</b>	<b>Programme of Study</b>
<b>Introduction</b>	Music in Year 7 is based on performing (including singing), composing and listening.
<b>Autumn Term</b>	Bridging Unit, the Elements of Music, Graphic Scores, Traditional Rhythm and Pitch Notation.
<b>Spring Term</b>	Form and Structure, Samba, Stomp.
<b>Summer Term</b>	Musical Instruments, the Orchestra, a musical presentation about 'Healthy Eating'
<b>Homework</b>	Students who have instrumental lessons are requested to do regular practice at home.
<b>Marking</b>	Performing and Composing are marked out of 10
<b>Assessment</b>	Performing and composing are assessed continuously throughout the year including live performances. Listening and appraising skills are also assessed throughout the year and by an end of year exam. Levels are based on evidence across all these areas.

<b>SCIENCE</b>	<b>Programme of Study</b>
<b>Introduction</b>	Students will develop scientific thinking skills and experimental skills during the course of the year. Students will cover six units of work.
<b>Autumn Term</b>	BRIDGING UNIT DEVELOPING PRACTICAL TECHNIQUES AND EXPLORING HOW SCIENCE WORKS
<b>Spring Term</b>	STATES OF MATTER AND ROCKS ORGANISMS AND REPRODUCTION
<b>Summer Term</b>	ENERGY RESOURCES AND ELECTRICITY ACIDS, ALKALIS AND SIMPLE CHEMICAL REACTIONS FORCES AND SPACE ECOLOGY
<b>Homework</b>	Homework is set weekly, although occasional projects may cover several weeks
<b>Marking</b>	Exercises are marked as appropriate out of 10 for scientific content. Effort grades are also awarded.
<b>Assessment</b>	There are regular assessment activities throughout units of work. These activities assess student's scientific thinking skills, experimental skills and understanding of concepts. These activities are awarded National Curriculum levels where appropriate. At the end of each unit student's progress is assessed and they are awarded a National Curriculum level. At the end of the year, students will sit an end of year exam. The exam is also awarded a National Curriculum level. Work covers levels 4 to 7.

<b>FRENCH</b>	<b>Programme of Study</b>
<b>Introduction</b>	French in Year 7 provides an induction into the language
<b>Autumn Term</b>	Introducing oneself (name and age), understanding simple classroom instructions, classroom objects, simple description of La Rochelle and own town, family and home, days of the week, introduction to the date, numbers up to 70.
<b>Spring Term</b>	Animals and pets, colours, expressing likes, dislikes and preferences, using the date, birthdays and presents, describing clothes, weather and seasons, using verbs, introduction to sport and leisure activities, continue numbers up to 100.
<b>Summer Term</b>	Talking about places in a town, obtaining information from a tourist office, asking for and giving directions, telling the time, introduction to food, drinks and meals. New grammatical concepts include:
	<ul style="list-style-type: none"> <li>- introduction to masculine and feminine, singular and plural</li> <li>- introduction to definite (le, la, l', les) and indefinite (un, une, des) articles</li> <li>- possessive adjectives – mon, ma, mes etc</li> <li>- regular present tense – er verbs</li> <li>- irregular verbs – avoir, être, aller, prendre, faire</li> <li>- adjectives (introduced through colours)</li> <li>- use of to and place (au, à la, à l', aux)</li> <li>- prepositions (dans, sur, sous, devant, derrière, entre)</li> <li>- partitive article (du, de la, de l', des)</li> <li>- negative (ne....pas)</li> </ul>
<b>Homework</b>	One homework a week – usually one written homework and/or one learning of vocabulary/verbs.
<b>Marking</b>	Out of 10 or a higher mark as appropriate. Where appropriate, progress will be assessed in relation to appropriate National Curriculum level descriptions of Modern Foreign Languages.
<b>Assessment</b>	Regular tests of homework or units of work. Progress test in November and February / March. End of year examination in May/June. Work covers National Curriculum levels 1-4

## DESIGN AND TECHNOLOGY Programme of Study

Year 7 students follow a design-led course in which they develop their skills in creative problem solving. The year includes many of the generic skills which are built upon in subsequent years.

**Homework** Technology diaries or project work

**Marking** Diaries marked out of 10.

**Assessment** Projects assessed by National Curriculum level and examinations carried out at the end of the year.

## GEOGRAPHY Programme of Study

**Introduction** Geography in Year 7 will include work on geographical skills, places and themes.

**Autumn Term** Globe, atlas and map skills

**Spring Term** Themes cover climate, weather and rivers

**Summer Term** Themes cover fashion and deserts

**Homework** Weekly (occasionally projects may cover several weeks)

**Marking** Exercises/tasks are marked out of 5 for content and A-E for effort

**Assessment** Tests after each unit and on locational knowledge of the world and the British Isles.

Work covers a variety of levels from 3-7,

End of year examination on all work in June.

## HISTORY Programme of Study

### 1 Britain 1066-1500

- the Norman Conquest
- relations of the monarchy with the church, barons and people
- the structure of medieval society, including the role of the church
- medieval villages and the Black Death

### 2 Britain 1500-1750,

the changing power of the monarch and relations of the crown; parliament and people; changes in town and countryside; religious changes and tensions in the sixteenth and seventeenth centuries.

**Homework** One per week

**Marking** Students are graded A\* - E for their attainment and 1\* - 5 for their effort

**Assessment** 1 hour examination at the end of the year with other assessment tasks through the year

## ART Programme of Study

### The Course

The Year 7 Art and Design course encourages students to extend the range and depth of their existing skills as they develop an understanding of the basic elements of visual language.

Greater experience and confidence in handling various media and processes for creative work is gained during a sequence of projects which introduce students to new approaches and methods of working; they could include:

1. Pattern in drawing – mark making
2. Observed drawing – tone and form
3. Fauvist Landscapes – paintings
4. Ceramic Fish

5. Gallery visit – this visit outlines the way students should address works of art. This lays down a process that is used throughout the school and encourages students to view artworks first hand. An illustrated booklet will be produced following the visit.

Students are introduced to the work of artists and makers, which is linked to practical project work, and develops their understanding of the purpose and relevance of artwork from a range of sources, traditions and cultures; and encourages them to undertake independent research and analysis in preparation for their own creative work.

**Homework** Homework is primarily for research, analysis, preparation, and planning purposes but also requires students to reflect upon their work and produce written evaluations explaining their aims, methods and reasons; it can also be used to reinforce or extend practical lesson tasks.

**Marking & Assessment** Work is marked to a graded scale relating directly to National Curriculum levels of attainment. Reviews and written comments on completed work identify achievement and suggest areas and methods for improvement, and new objectives for progress.

End of project feedback reports summarise overall levels achieved, identify strengths and indicate areas for improvement and targets for new work.

## PHYSICAL EDUCATION

### Programme of Study

#### Introduction

- Students are instructed in the skills, tactics and rules of each activity named below.
- Personal fitness is a continuing and important theme in all lessons.
- Students are taught the importance of warming up and cooling down and correct stretching technique for each activity.
  - Students are encouraged to become familiar with basic anatomy and physiology.
- Students are encouraged to improve as individuals, become involved in extra curricular activities and enjoy a range of physical activities.

Hockey, Football, Movement and Ball Handling Skills (Gifted & Talented Tests), Speed, Agility, and Quickness (SAQ) Drills and Continuous / Extended Running, Gymnastics and Dance, Athletics, Striking and Fielding Skills

#### Assessment

Performance in all the above plus a written project for gymnastics. Cognitive, teamwork, leadership and creative skills are also developed.

Students are taught in mixed and single sex groups that are differentiated by ability in various points in KS3 and KS4.

#### Extra-curriculum

Teams and clubs operate at lunchtime and after school allowing students to participate in the following sports: Football\*, Athletics\*, Cross Country\*, Rugby League\*, Netball, Hockey\* and Gymnastics\*, Swimming\*, Biathlon\*, Golf\* and Cricket. Practices are open to all students irrespective of ability and all students are encouraged to participate.

\* denotes male and female teams.

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

### Programme of Study

#### Introduction

All students in Year 7 have one lesson of ICT a week. The ICT suites are equipped with 32 networked PC's with fast, but filtered Internet access. ICT in Year 7 follows the National Programme of Study through interesting and engaging department developed projects. Projects include spreadsheet modelling, video editing, animation and online safety.

#### Key Concepts of the ICT Programme of Study

##### Capability:

- Using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value.
- Exploring and using new ICT tools as they become available.
- Applying ICT learning in a range of contexts and in other area of learning, work and life.

##### Communication & Collaboration:

- Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.

##### Exploring ideas & manipulating information:

- Solving problems creatively by using ICT to explore ideas and try alternatives.
- Using ICT to model different scenarios, allowing people to identify patterns and test hypotheses
- Manipulating information and processing large quantities of data efficiently.

##### Impact of technology:

- Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.
- Recognising issues of risk, safety and responsibility surrounding the use of ICT.

##### Critical evaluation:

- Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.
- Reviewing and reflecting critically on what they and others produce using ICT.

#### Assessment

Project tasks will be assessed using the National Curriculum Level Descriptors. Homework will be closely linked to tasks set in class. There will be a practical exam towards the end of the summer term. Students in Year 7 should be working between Attainment Levels 4 and 5.

#### Extra Qualification

If the students can evidence all the work they complete in Year 7 and Year 8 in a suitable portfolio there is the possibility that they can be entered for the OCR Nationals in ICT at the end of Year 8. The OCR Nationals in ICT are a Level 2 qualification.

## RELIGIOUS STUDIES Programme of Study

At the beginning of Year 7, students will be introduced to key features of the six major world religions: Hinduism, Judaism, Buddhism, Christianity, Islam and Sikhism. This will be followed by a study of two important religions that originated on the Indian sub-continent: Sikhism and Hinduism. In the summer term, students' will focus on rites of passage from religious and secular perspectives. These will include birth, coming-of-age, marriage and death ceremonies.

## PERSONAL, SOCIAL, CITIZENSHIP, HEALTH and ECONOMIC EDUCATION (PSCHE) Programme of Study

### Introduction

Citizenship is a statutory part of the National Curriculum for secondary schools, at both Key Stage 3 and Key Stage 4. As part of Citizenship, students will acquire knowledge about the democratic system in which we live, will be encouraged to think about topical issues, to form ideas and express opinions, and will develop the capacity to take responsibility while actively participating in society. At NHGS, Citizenship education at both key stages will take place within the timetabled programme of PSCHEE, as well as through other subjects of the school's curriculum, where appropriate, and through students' involvement in a range of activities, including School Councils and assemblies.

PSCHEE will be delivered on a rotating cycle in Year 7 and each form will cover the following over the course of the year.

#### 1. Settling in

- our school
- receiving a visitor
- school procedures

#### 2. Health Education

- smoking
- drugs awareness
- road safety

#### 3. Economic Wellbeing

- pocket money, budgeting and saving
- the world of work
- product development
- you as a consumer

#### 4. Emotional Wellbeing

- exercise and rest
- healthy eating
- bullying
- disability

#### 5. Citizenship

- the global community
- charities
- values

#### 6. Sex and relationships education

- relationships
- negotiation and conflict
- morals, values and attitudes
- changing relationships
- physical and emotional changes