

YEAR 7

CURRICULUM
GUIDE

2012-13



INTRODUCTION

WELCOME TO THE NEW YEAR 7 CURRICULUM GUIDE

Each Head of Department contributed their curriculum overview of the year – identifying the key assessment areas or topics to be studied. The Guide should prove helpful in knowing what your child is learning about across the year. It may also help with planning anything that might tie-in with the curriculum, for example, a visit to the Castle Museum.

It could be worth bringing this guide to Parents' Evening on:

- Tues 23rd October with Form Tutors
- Thurs 20th June with Subject Staff

It will also help with our termly reporting to parents. We report on Year 7 progress after:

- 30th November – 1st Progress Review
- 15th March – 2nd Progress Review
- 11th June – Annual Report

All Progress Reviews & Reports will be uploaded to E-Portal.

Our curriculum seeks to provide opportunities to develop the Learner Profile qualities in our students.

There is also a list of key staff that are either in charge of curriculum areas, in charge of specific Key Stage 3 curriculums, or with whole school responsibility.

We hope the guide proves useful and we welcome feedback via our email:- office@ndhs.org.uk

END OF YEAR EXAMS ... English, Maths and Science ... 3rd - 7th June

Many thanks,

The Notre Dame Curriculum Team.

KEY STAFF



a. Head of Year 7

Mr James McGarry

b. Heads of Departments

ART	Mrs D. McShane
D&T	Mr J. McKay
DRAMA	Mrs S. Paton
ENGLISH	Miss C. Bromley
GEOGRAPHY	Mr J. Hooton
HISTORY	Mr D. Leece
IT	Mr B. Rainbird
MATHEMATICS	Mr B. Gallacher
MUSIC	Mr. C. Ellis
PE	Mr G. Kirwan
RE	Mr P. Harrison
SCIENCE	Mr R.Higgins
SPANISH	Mr J. Faulkner

c. Key Stage 3 Coordinators in charge of Key Stage 3 Curriculums

English – Mrs K. Aldred
Maths – Mr A. McNally

d. Leadership Team with Key Stage 3 Curriculum responsibilities

Head of Key Stage 3 Curriculum – Mr N. Cully, Deputy Head
Assistant Head: Teaching – Mrs J. Hammersley
Assistant Head: Learning & Reporting - Mr P. Short

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ART



Assessment 1

WHAT'S IN A BUILDING?

Gaudi / Hundertwasser observations and studying various architectural styles

Assessment 2

PEOPLE AND THINGS

Looking at Van Gogh and symbolism

Assessment 3

RECREATING LANDSCAPE

Looking at landscape from different times and traditions – imaginative landscape

Students will get the opportunity to work in a range of media and be introduced to artists and designers.

A few of the materials and techniques are as follows:- pencil shading and mark making techniques, clay work, a variety of painting techniques, colour mixing, collage and mixed media.

To support your child you can :-

Encourage them to draw regularly and wherever possible from direct observation, visit art galleries and museums, encourage the use of sketchbooks, treat them to a range of drawing materials and some paints.

D&T

Assessment 1

ABSTRACT ART
Trinket box to make

Assessment 2

HEALTHY EATING (Food tech)
Evaluation skills, product analysis and practical outcomes

Assessment 3

BRIDGE CIRCUS
Practical test

Assessment 4

CHARITY FAIR
Design and make

Assessment 5

MEDIA CASE (Textiles)
Research and manufacture

The Year 7 programme starts with basic techniques and principles of food prep as well as looking at nutrition, etc.

During the course of the year at Notre Dame, pupils visit all of the material areas in Design and Technology. We believe the pupils benefit from the input of different teachers in the different material areas. These are food, textiles and workshop based technology.

The Year 7 programme is designed as a strong introduction to designing and making at high school and builds on the youngsters' earlier experiences at their previous schools. The projects they will be involved in teach vital skills that are built upon in subsequent years.

DRAMA



Our Drama students enjoy a variety of experiences throughout their year in the Drama Studio and although assessments aren't listed by just a few set topics the individual teachers have a degree of autonomy in terms of which topics are delivered. There will be learning opportunities for students which are specific to the topic and to the means of exploration, but in broader terms, learning in Drama has more general aims.

Topics looked at (in excess of 20) are varied but some of those we aim to share are as follows:-

WAYS OF TELLING STORIES USING DRAMA

EXPLORING GENDER

SPOOKY TALES

HEROES

SOUND EFFECTS

USING PHYSICAL THEATRE

CREATION STORIES

Pupils are assessed at the end of each 6 week cycle and a homework task is also set for the class.

All teaching and learning in Drama at Key Stage 3 is based on carefully constructed schemes of work which contain detailed lesson plans. The experience of pupils beginning in Year 7 varies considerably. In feeder schools Drama may have been approached as a separate activity or may have been linked to work across other areas of the curriculum.

Attitudes are developed in Drama as in other curriculum areas. The nature of Drama encourages attitudes of openness to ideas, spontaneity, responsiveness, critical awareness, questioning and recognition of the right of all individuals to hold and express a viewpoint.

ENGLISH

Assessment 1

AUTOBIOGRAPHY

All Y7 pupils complete this unit for the first two weeks of school, followed by a non-fiction unit.

Assessment 2

MODERN PLAY

Choosing play texts 'Two Weeks with the Queen' and 'Samurai'.

Assessment 3

POETRY - ballads

Various ballads explored through drama and non-fiction analysis.

Assessment 4

OTHER CULTURES, novel

Teachers choose between 'Burn My Heart' about the Mau Mau uprising in Kenya and 'The Breadwinner' about a young girl and her family's struggle in Afghanistan, plus various exploratory activities including investigating the context of the novel, and 'Journey to Jo'Burg'

Assessment 5

KNOWLEDGE ABOUT LANGUAGE

Pupils look at different time periods and how written and spoken English has developed, as well as analysis and language related tasks.

Assessment 6

NOVEL

'Holes' is set in a boys' detention camp in the middle of the American desert using historical flashback. This text is enjoyed by both boys and girls, and they will develop skills such as inference and deduction, as well as creative writing. The other novels we look at are 'Pig Heart Boy' and 'Goodnight Mr Tom', Michelle Magorian.

The English department schemes of work in each year group are developed to cover a range of ability in reading, writing, speaking and listening. Each pupil has a 'level ladder' booklet covering all levels from EAL Stage 1 to National Curriculum Level 8, so that they are able to see which assessment focuses they will be marked on and how to move up within that strand.

Each unit of work has a key assessment at the end of it to ascertain pupil ability and understanding. This takes the form of self, peer and teacher marking and feed back.

All Key Stage 3 pupils have a one fortnightly library lesson which is split into two halves; the first focuses on spelling, grammar and punctuation skills, whilst the second allows for book recommendations, reviews and choosing their own reading books. We have close links with the Forum library and from Year 7 a developing approach to becoming familiar with the library and how to use reference books is developed.

GEOGRAPHY



GEOGRAPHY

Assessment 1

MAP SKILLS (Lesson work and written test)

Assessment 2

NORWICH TOURIST BROCHURE

Researching and constructing a tourist guide for Norwich (lesson work and homework)

Assessment 3

AGRICULTURE

Essay presenting the arguments for and against battery farming and forming own opinion (+ homework)

Assessment 4

ALTERNATIVE ENERGY

Poster presenting the pros and cons of a variety of alternative energy sources (lesson and homework)

END OF YEAR EXAM

An hour's written test on general geographical knowledge and skills/knowledge gained during the year.

Geography is an extremely wide-ranging subject covering both the sciences and the arts, however it is possibly the only subject to have environmental sustainability at the heart of everything we teach and therefore we feel it is a vital subject for today's world.

HISTORY

(1066-1485)

Assessment 1

Why is the Norman Conquest significant? (essay)

Assessment 2

Why was the church so important in the Middle Ages? (essay)

Assessment 3

Chronology project - Norwich

Assessment 4

Why have interpretations of King John changed? (essay)

Assessment 5

Research and presentation on a significant individual.

Assessment 6

Book / film / computer game / TV series review

These assessments, or similar, depending on the needs of the teacher or class, will be set over the course of each year. Some may be done in class.

The children will be given a guide on how to do each assessment and they will also be guided on suggested resources.

Assessments will be levelled using National Curriculum criteria, in subject specific skills, and the children's state of written communication.

Most pupils would expect to be somewhere between levels 4 and 5 by the end of Year 7.

Some of the assessments are designed to develop both subject specific skills and the soft skills that all children will need in life, such as effective communication (both written and oral), creativity and effective analytical, teamwork and organisational skill amongst others.

Finally, the same skills, but different content, will be re-enforced year on year to help the children progress as they become more mature and sophisticated in their responses to the task.

IT



The aim of the IT course is to ensure that by the end of Key Stage 3 all pupils can use IT securely, creatively and independently. We aim to ensure students are confident enough to keep their skills up-to-date and are able to generalise from their IT experiences. The knowledge, skills and understanding that they need in the subject are closely intertwined. Pupils need some knowledge of the technology and the technical terms associated with the IT facilities that they are using. To handle information efficiently, they need both the technical skills and interpersonal skills which are required in co-operating with others, both present and remote, in an IT based task.

Pupils need to understand the concepts that underpin effective use of IT. They should become reflective and responsible users of IT, with an awareness of its impact on daily life and society.

Topics covered during the year are various yet they encompass a full use of IT in the classroom and can enrich a student's understanding in the world of computing.

“SCRATCH”

The IT Quest information:-

- 6 weeks
- Proposal
- Design / story board
- Make
- Evaluate
- Improve

The students learn about the basic controls, variable, and calculation

FRONTER is used to deliver lessons and students visit this application each time they log onto the system here in school. They also learn about ‘STAYING SAFE’ (3 lessons) whilst using a computer.

Year 7 students become involved with:-

- Computer basics
- Gamemaker (12 weeks)
- Flowcode

IT QUEST ... “Scratch”

MATHS

Mathematics is a branch of study that deals with logic, decision making, deductions, assumptions, precision, clarity of thought and the ability to solve problems.

In Year 7 each student receives a booklet containing the whole of the Maths curriculum they will study for the year, and each half term they complete an assessment.

The range of topics covered over the year is vast and will include:-

ALGEBRA

generating & describing sequences / formulae / expression & equation / simple number sequence / plot graphs / linear functions / recognise equations / mappings

NUMBER

order numbers / round numbers / negative numbers / whole numbers / fractions / money / decimal / calculators / scales and measure / capacities / understanding simple ratio / ratio & direct proportion / estimates to calculations

SHAPE

perimeters / areas / calculation of surface areas of cubes & cuboids / angles / coordinates / symmetry / properties of 2-D & 3-D shapes / measure & draw angles / recognising angles / translate shapes / scale drawings

DATA

theoretical probability / estimates / collecting data / bar charts / frequency diagrams / mode & range of data / mean & median of data / interpreting simple tables, lists, bar charts, pictograms / grouping data / comparisons / report writing / problem solving

As well as the structured part of the lesson, the subject allows extra flexibility and offers extension objectives for each student if required.

The Maths department enjoy participating in quizzes and competitions as well as the Annual Maths Challenge at the University of East Anglia.

MUSIC



Assessment 1

LISTENING

Instrument sounds and elements of music

Assessment 2

GRAPHIC SCORES

Composition and performance

Assessment 3

MEDIEVAL PERFORMANCE

Assessment 4

MEDIEVAL DANCE COMPOSITION

Assessment 5

RHYTHM

Composition and project

Assessment 6

AFRICAN DRUMMING

Group compositions and evaluation

The Music Department at Notre Dame is at the heart of the school community. We take an active part in the very busy musical life of the school, performing in the many Masses, services, concerts, school productions, competitions and festivals. We run a very busy programme of extra-curricular events including bands, groups, orchestras and choirs as well as a wealth of highly popular instrumental tuition delivered at individual or small group sessions.

Pupils enter Year 7 with a wide range of different musical experiences. The Year 7 course is designed to enable all students to access music at Key Stage 3. All courses in Years 7, 8 and 9 follow the National Curriculum and are based on the three areas of performing, composing and listening.

PE

Assessment 1

FITNESS (boys)
FITNESS & NETBALL (girls)

Assessment 2

BASKETBALL & RUGBY (boys)
GYMNASTICS (girls)

Assessment 3

PE QUEST (boys)
RUGBY & CROSS COUNTRY (girls)

Assessment 4

MULTI SKILLS & GYMNASTICS (boys)
BASKETBALL & SHORT TENNIS (girls)

Assessment 5

ATHLETICS (boys and girls)

Assessment 6 & 7

CRICKET & TENNIS (boys)
ROUNDERS (girls)

The PE Department are happy to promote a wealth of extra-curricular clubs at lunchtimes and occasionally after school (fixtures permitting) ... a list of these clubs can be found in all form rooms.

All years are involved with the popular annual sports day event at UEA's Sportspark in the Summer term.

PE QUEST ... consists of "Warm-up Routine"

RE



Assessment 1

THE PARISH CHURCH

We start by looking at the idea of belonging to a community, for example school and clubs or groups, that takes us into religious communities. We research the importance of local parishes and dioceses.

Assessment 2

CAFOD

Research project

Assessment 3

HINDUISM

We take a look at an introduction to Hinduism and the traditions of someone who follows that faith, looking closely at the core belief and aspects of Hindu life

Assessment 4

A REVIEW OF THE YEAR

A classroom based end of year written exam

We want our students to go beyond simple descriptions of religious beliefs and practice. We would like them to explain why religious beliefs impact on people's lives and for them to be able to reflect and empathise with the ideas, feelings and experiences of people from different cultural and religious backgrounds.

NB: In June 2012 the Bishops of England and Wales published new curriculum guidelines which may result in some alteration to the assessment programme in RE.

SCIENCE

In Key Stage 3 Science students are taught key concepts alongside the investigative skills that they will require at Key Stage 4.

Assessment 1

CELLS

Assessment 2

REPRODUCTION

Assessment 3

WORKING AT CHEMISTRY

Assessment 4

SEPARATING MIXTURES

Assessment 5

ELEMENTS & COMPOUNDS

Assessment 6

ACIDS & ALKALIS

Assessment 7

FORCES, MOTION & SPACE

SCIENCE QUEST ... Model of a Cell, Survey on Pregnancy, Diary of an animal, Rock Salt separation, Antacids, Model Solar System and Life before electricity.

SPANISH



TOPICS / STRUCTURES

Name, alphabet, age, numbers 1-31, dates, birthdays, days of the week, classroom objects, and classroom commands.

Where you live, countries, nationalities, languages, family, pets, colours, descriptions of people.

School subjects, time, school timetable, meals, describing school, and transport.

Present tense, high frequency verbs, connectives, adjectives, opinions

GROUPS

Pupils are taught in form groups for the first half term. They are then set in ability groups based on test results and teachers' opinions. Setting is not rigid and movement will occur periodically.

ASSESSMENT

Formal assessment takes place once per term. Vocabulary lists for revision purposes are available on our Spanish website (www.aprender.org.uk).

Homework / Independent study

The main focus of homework will be on learning vocabulary. However, we expect students to work independently by using our website (www.aprender.org.uk) and to complete tasks towards their MFL Bronze Award. An Independent Learning Challenge on the 'Camino de Santiago' will be set in the second half of the summer term.

Level 1 ... understanding of familiar words spoken clearly / can say simple words & phrases / recognise and read out familiar words & phrases in context / write or copy simple words correctly / select correct words to complete phrases.

Level 2 ... understanding of familiar phrases spoken clearly / can answer simple questions & understand sound patterns / understand familiar written phrases & use glossaries to find out meanings / write short sentences following a model / write short phrases correctly & familiar words from memory.

Level 3 ... understanding of main points from short passages of familiar language / can ask & answer simple questions using memorised language but can substitute single words / understand main points in clear text using familiar language / read independently & use dictionary / write short phrases from memory with clear spelling.

Level 4 ... understanding of main points & some detail from short passages of familiar language / take part in simple conversations, express opinions, substitute words & phrases / good pronunciation / write short texts on familiar topics using memorised language / use knowledge of grammar to substitute words & phrases.

Celebr8 your Profile

1 Action Taker

- I am organised.
- I like to be challenged and don't give up.
- I do homework.

2 Knowledgeable

- I gain and use knowledge.
- I learn new vocabulary.
- I remember key points.
- I use key examples.

3 Independent Enquirer

- I am curious.
- I research.
- I plan.
- I speculate.

4 Creative

- I think of different ways to solve a problem.
- I ask how, why or what if?
- I show creativity.

5 Good Communicator

- I explain my ideas and opinions to others.
- I listen and respect other people's point of view.

6 Team worker

- I contribute.
- I cooperate.
- I support and motivate others.

7 Reflective Learner

- I self-assess work.
- I give and receive feedback, then act on it.
- I use advice.

8 Community Spirited

- I am kind to others.
- I treat others with respect.
- I care for others and our school environment

NOTES

