



NORTHGATE
High School

Year 7 Curriculum Overview



RSHE & PSHE Curriculum

Relationships and Sex Education (RSE) and Health Education

Personal, Social, Health and Economic Education

Definition

Relationships and Sex Education (RSE) and Health Education are about helping young people develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like, what makes a good friend, a good colleague and a successful committed relationship. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Our students are living in a vastly complex world and living their lives both off and online. This presents many positive and exciting opportunities, but also challenges and risks. Our aim at Northgate High School is to ensure that in this environment, children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The Provision

RSE is delivered through the RSHE & PSHE curriculum that is taught by subject specialist teachers. The teaching and materials are age appropriate and sensitive to the cultural background of the students concerned. The curriculum evolves through student voice and by listening to and including current issues that are part of our local community, and it can respond to include national and international issues when necessary.

The RSHE & PSHE curriculum programme ensures that all Statutory Statements are delivered through an embedded subject approach in Key Stage 3 and a Core Programme in Key Stage 4.

Content including Relationships & Sex Education, Physical Health & Mental Wellbeing, Spiritual, Moral, Social & Cultural, Citizenship, Diversity, Careers, Future Pathway Aspirations and the Environment are at the heart of our curriculum for life.

The embedded subject approach to delivery is designed as follows:

In Year 7 the History department have an additional lesson to deliver the content of the RSHE & PSHE curriculum. Sex education is taught as part of the Science curriculum within Year 7 and is delivered during the spring term; parents and carers are notified before delivery of this unit of work. The topic is taught alongside the National Curriculum Science topic (see the Science programme of study 6 May 2015 statutory guidance). In other year groups the RSE is not linked specifically to a science topic but will relate to it.

In Year 7 the ICT department is responsible for the delivery of Internet Safety and Online Harms. In Year 9 they are responsible for delivering the Online and Media content alongside their curriculum.

In Year 8 the Geography department have an additional lesson to deliver the content of the RSHE & PSHE curriculum.

In Year 9 the Religious Education department deliver the RSHE & PSHE content of the curriculum alongside their own scheme of work. A Careers curriculum that supports the Year 9 GCSE Options selection process is also delivered.

The Key Stage 3 Curriculum is supported by content from a wide range of other curriculum areas. Food Technology deliver the Healthy Eating content of the curriculum, the Physical Education department support Physical Health and Fitness through their Year 7, 8 and 9 curriculum.

In Year 10 and Year 11 a Core Programme covers the RSHE & PSHE content of the framework. This is delivered by subject expert teachers and encapsulates a rolling Careers Programme that is delivered by our Careers Leader.

To view our full RSHE & PSHE Policy please follow the link below: <https://www.northgate.suffolk.sch.uk/learning/curriculum-by-subject/rshe-and-pshe>

Learning Support

The Learning Support Faculty works closely with other subject departments to ensure that the needs of students are met.

Teaching Assistants work in a support role in the classroom giving additional help to students with learning needs and others. A small number of students follow individual programmes, which are designed to improve their basic literacy and numeracy skills. A Foundation Learning Programme runs targeting those young people who require significant input for literacy. Additionally, some students benefit from bespoke intervention to address their particular social and emotional needs.

We provide the opportunity for small groups of students to take part in (please note that these may vary depending on updated risk assessments):

- Emotional Literacy Support Sessions
- Specialist Education Support Service sessions
- Speech and Language Sessions
- Dyslexia interventions such as Beat Dyslexia
- Lunchtime Friendship Club
- Homework Club

Students with SEND have a 'Student Passport' to help their teachers understand and support their learning needs.

We maintain good links with other agencies from whom we seek additional advice and support as required. Parents are made aware of a referral to an outside agency and their views sought.

We are keen to work closely with parents to ensure that the student's needs are identified and suitable provision made to meet them.



If you would like a copy of the Learning Support specific transition booklet (pictured left), please see Mr Bluck, Mrs Allsop, Mrs Baalham or the school website.

English

In the first two years English will be taught in form groups. Each group will receive three periods of English a week in Year 7 and two periods in Year 8. The needs of all children of all abilities and backgrounds will be catered for within this framework and in line with the National Curriculum.

Aims

- To build on and develop the students' achievements at Primary School.
- To build confidence in the use of English.
- To provide stimulus and guidance in improving the range of language skills.
- To help children enjoy reading, writing, listening and speaking.
- To promote self-understanding, a sense of responsibility and co-operation between students of different backgrounds and abilities.

Areas of Study

The work can be divided into three overlapping areas:

Reading

Students will be presented with a wide variety of reading material, including stories, poetry and drama as well as fiction and non-fiction material from the 19th, 20th and 21st centuries. They will be introduced to the school Library and encouraged to read widely for enjoyment outside school. All Year 7 and 8 students will follow the Accelerated Reader programme on a weekly basis to encourage regular and differentiated personal reading for them. This will hopefully increase their literacy skills and confidence and encourage a life-long love of literature.

Writing

Students will have the opportunity to write about a range of fiction and non-fiction texts, exploring how texts are written and their effect upon the reader. Half-termly written assessments will take place with a clear move towards encouraging more independent, detailed and accurate writing.

Speaking and Listening

Effective speaking pre-supposes good listening. A significant amount of English time is given over to discussion, using a variety of approaches including group work, prepared debate and discussion work.

Opportunities outside the classroom

Students have the opportunity to take part in a number of writing competitions and reading focused activities outside of the curriculum. Where possible, author visits and theatre trips are also included in the curriculum.

Mathematics

Year 7 Mathematics is taught in broadly-banded groups based on ability with differentiation within the group. In Year 8 the classes are set by ability. There are two lessons a week in Year 7 and three lessons a week in Year 8. The subject content will meet the requirements of the National Curriculum and is based on the Key Stage 3 National Strategy Framework for teaching Mathematics.

Aims

- To secure and build on the student's achievements at Primary School.
- To encourage students to develop their thinking skills and problem-solving abilities.
- To enable students to use their mathematical knowledge across the whole curriculum with confidence.
- To ensure that every student is given the opportunity to work to the limit of their potential.

Meeting individual needs

When students arrive at Northgate High School they are taught Mathematics in their form groups until the end of October to allow us to gauge the level of ability of our students. We use transfer information from primary schools along with our Year 7 assessments to band the students based on ability after the first half term. We enjoy good support from the Learning Support Faculty so that those who are less able at Mathematics receive extra help with basic concepts. Equally we strive to promote the very best and each year some of our students are selected for national competitions.

Methods of working

There are opportunities for a variety of learning styles. These include problem-solving; investigations; practical Mathematics; teacher exposition; routine practice; use of spreadsheet, database and dynamic geometry and graphing computer programs; strategy games and discussion. Homework will be regularly set in line with the school policy.

The course

There are three main areas of Mathematics addressed:

- Number and Algebra – this focuses on general calculations and introduces abstract reasoning and problem-solving
- Shape, Space and Measures – this helps develop spatial awareness and also introduces various concepts of proof
- Data Handling – in a world ruled more and more by data, this helps develop the representation and analysis of data whilst testing hypotheses.

Equipment

Part of the curriculum involves mathematical skills without the use of a calculator but for much of the time access to calculators will be actively encouraged for which every student will need his or her own. If you do not own a scientific calculator, we strongly recommend the Casio fx-83GTCW+, however any scientific calculator will be fine. This particular calculator will be available to purchase through school from September for £10 each. However, they are also widely available on-line or from stationary shops and supermarkets. In addition, each student should bring a ruler, protractor and a pair of compasses to every Mathematics lesson.

Science

Students study science for two periods each week.

The aims of the course are to:

- present science as an exciting, interesting, challenging and relevant subject to all students
- develop scientific skills and learning processes and the ability of students to think and thus prepare them for the GCSE Science course, which is studied by all students from the start of Year 9
- follow the programme of study for National Curriculum Science for Key Stage 3 in Year 7 and Year 8

Science at Northgate allows children to explore and investigate science, developing knowledge and understanding that allow them to explain the world of science and to understand it more fully. Students develop an understanding of the procedures of scientific investigation and learn practical skills.

Science teaching encourages children to develop a sense of curiosity by posing questions or practical problems for students to answer and solve.

Science is delivered in a series of units covering a mix of Physics, Chemistry and Biology topics. Six units are studied in each year with an end-of-unit test for each.

Science in Year 7

- Particles, Mixtures and Separation
- Electricity
- Cells and Reproduction
- Chemical and Physical Changes
- Energy and Space
- Plants and Ecosystems

Science in Year 8

- Motion and Forces
- Organ Systems
- Earth and Atmosphere
- Waves
- Evolution and Respiration
- Compounds, Elements and the Periodic Table



Design & Technology

Materials Technology, Graphics and Electronics

Design and Technology forms the core of the National Curriculum. Students will develop their technological capabilities in a realistic situation through research, generating ideas, investigating, planning, making and evaluating their work and the work of others.

Design and Technology aims to:

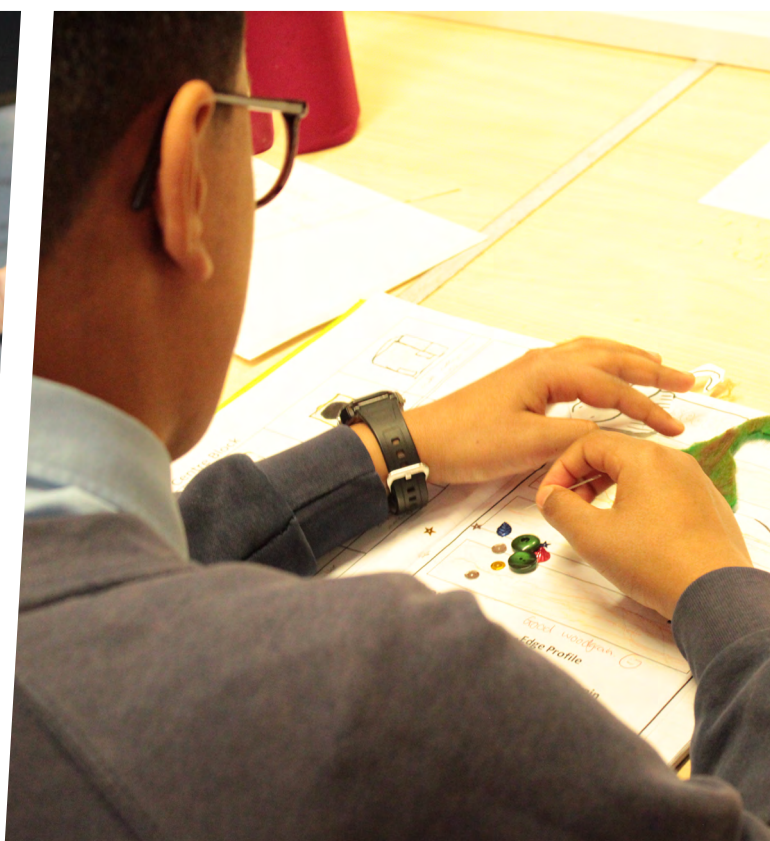
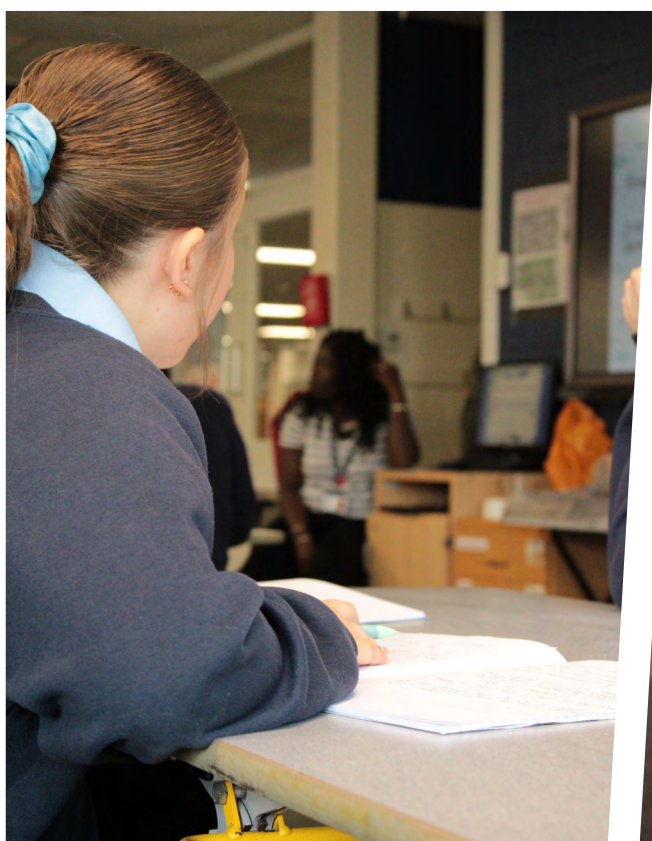
- provide students with a broad and balanced range of knowledge, skills and technological experiences
- ensure well motivated students gain a sense of personal achievement through their practical work and an appreciation of the skills and workmanship of others
- develop responsibility and concern for others as they are working and to learn to look after tools and equipment
- encourage students to communicate their own ideas effectively and to apply other concepts and skills, i.e. Science, Mathematics and the use of Information Communication Technology.

Students will learn through a series of focused practical projects. They will develop their graphic skills and look at structures, mechanisms, and electronics.

They will work with wood, metal, plastics and card, and will experience a wide variety of tools and equipment.

Structures will be designed, built and tested. Mechanisms will be used to change motion and movement. Electronic components will be used to construct circuits and computers used to enhance project work where appropriate.

Tasks set are always accessible and applicable to all ability ranges.



Design & Technology

Food and Textile Technology

All students study National Curriculum Food and Textile Technology and find both subjects enjoyable and valuable because of their relevance and importance to everyday life.

Students in Year 7 have two periods of Food and one period of Textiles. In Year 8 students have two periods of Food one of Textiles.

Students explore a wide variety of topics that give them an understanding of both subjects, enabling them to develop their creativity whilst gaining new skills.

Topics covered in Food:

- Food Hygiene & Safety
- Healthy Eating
- Seasonal Produce
- Product Analysis and Modifying Recipes
- Functions of Ingredients
- Product Development & Design
- Social / Moral / Economical / Environmental Considerations

Food products made:

- **Year 7** – Fruit salad, pasta salad, vegetable curry, Mexican bean tortilla bake, tuna and sweetcorn slice, food crumble, scones, cheese straws, soup, pancakes and muffins
- **Year 8** – Stir fry, cereal bar, bread, pizza, enchiladas, potatas bravas, goujons, macaroni cheese, upside down cake, swiss roll and Jamaican beef patties

Topics covered in Textiles:

- Artist studies and research
- Fabric construction (Weaving)
- Dying Fabrics (Tie-Dye, Brusho dyes, Batik)
- Surface Decoration Techniques (Quilting, Machine embroidery, Hand Embroidery, Beading, patchwork, fastenings)
- Design Development
- Cultural / Traditional / Modern Influences

Textile products made:

- **Year 7** – Abby Diamond inspired Patchwork Cushion
- **Year 8** – Rainforest project / pencil case

Art and Design

Our aims are:

- to enable students to develop a visual awareness
- to express themselves in a variety of media and
- to nurture the philosophy that every individual possesses important abilities and skills worthy of development within this subject

Areas of study

Through doing and making students should be able to 'see' more perceptively and enjoy the visual aspects of the world in which we live.

To achieve these ends, students will explore colour, shape, line, tone, texture, pattern and form.

They will use a broad range of media and techniques and a substantial amount of work will be done in sketchbooks. Homework will be regularly set and sketchbooks regularly used for gathering information, experimenting, documenting work and research.

Schemes of work explore the formal elements, still-life, Cubism and Post Impressionism, and involve the use of ICT, print making, ceramics, sculpture, painting and drawing. Students also have the opportunity to explore other media, and are encouraged to be expressive and imaginative in their approach to the subject. Extra-curricular clubs have included painting, weaving, Christmas card making, and knitting.

Art materials

In addition to the items of stationery recommended at the beginning of this booklet, students will need a sketchbook (which they will be given by the school) and a range of art materials including 4B, 2B, and HB pencils, a set of coloured pencils or water based paints and glue. These will be necessary for completing homework and should be purchased from any stationery shop in preparation for September.



Languages

At Northgate, we offer students two languages: German and Spanish. In years 7 & 8, all of our language courses aim to enable students to communicate successfully in the foreign language in practical situations, to learn about and understand aspects of the culture, customs and daily life of the relevant countries, and to encourage a positive attitude to foreign language learning and culture.

In Year 7 classes study German or Spanish and have two seventy-five-minute lessons a week. In Year 8 and 9 classes study both German and Spanish and have one seventy-five-minute lesson per language a week.

Students have timetabled access to the Language Centre facilities, enabling them to become familiar with interactive self-study languages software.

Year 7 Topics (and year 8 starters)

German and Spanish

Topics include: greetings and introductions, classroom objects and vocabulary, personal details, countries and nationalities, numbers, time, dates, the alphabet, family, friends, pets, mealtimes, food and drink, school life, colours, clothes, expressing opinions, free time and the local area.

Year 8 Topics

German and Spanish

Topics include: sports and hobbies, describing your town, holidays and future plans, the weather, daily routine, free time, eating out, finding your way around town, likes and dislikes.

International opportunities

A six-day German trip to the Rhineland takes place in Year 8.

Items that will help with learning a language

An up-to-date German or Spanish dictionary is very helpful.



Computing

Computing at Northgate is about much more than just using a computer, it's about understanding the technology that shapes our modern world. Our Year 7 curriculum, taught in mixed-ability form groups, enables students to be safe, savvy, and creative digital citizens.

Unit 1: Staying Safe Online

Students are first taught to be "Northgate Ready" by mastering our Microsoft based school systems, including Outlook for email and OneDrive for file management. From there, we look at the reality of life online today by creating an informative leaflet for prospective students that focuses on:

- The 4 C's of Risk: Identifying dangers related to Content (fake news), Contact (online strangers), Conduct (cyberbullying and trolling), and Commerce (scams and phishing).
- Digital Wellbeing: Exploring the impact of social media on body image, the reality of "perceived" lives online, and the risks of internet addiction and grooming.
- Critical Reporting: Ensuring every student knows exactly how and where to report concerns, from school safeguarding teams to national organisations like CEOP and Childline.

Unit 2: Digital Graphics

This unit is all about the art of image manipulation. Students will explore how to use creative software to edit and enhance digital images, applying professional design techniques to reach a specific audience. Then pulling these skills together, students will work toward a final creative challenge: designing their very own cinematic film poster.

Unit 3: Introduction to Programming

In this unit, we bridge the gap between the 'block based' coding students may have used in Primary School and the world of professional 'text based' programming. By moving from Scratch into Python, students learn to deconstruct complex problems into logical, step by step instructions. They will apply these skills to build their own unique programs, gaining confidence in the core programming constructs: Sequence, Selection and Iteration.



Drama

Each Year 7 class receives one lesson of drama a week taught in specialist facilities within the Northgate Arts Centre.

During the first six weeks of the Autumn Term there is a focus on social integration and students are encouraged to follow the Northgate Values in order to cooperate, communicate and contribute to group and class situations. Students are given the opportunity to develop an understanding of the key skills necessary for practical drama and these are demonstrated at the end of each lesson where work created is performed to the class.

Topics covered in drama include;

- Acting techniques
- Vocal skills
- Characterisation
- Mime
- Physical Theatre
- Tension
- Atmosphere
- Script work

The Summer Term allows students to take greater responsibility for their learning and within small groups they produce work using the script 'Refugee Boy'. Through their explorations and devising process they are able to demonstrate their understanding of drama through appropriate use of skills and techniques in order to create meaning for an audience.

The role of literacy in drama is positively encouraged and is incorporated into schemes of work in a variety of ways such as reading resources to the verbal evaluation of performances. Students complete a written evaluation of their achievements and set themselves targets to improve.

Extra-curricular opportunities exist for all Year 7 students. They are invited to audition for the school show at the beginning of the year and there is also the opportunity to join Drama Club and Dance Club which run during lunch and after school. Studio space is available for students to rehearse their work and continue with their creativity outside of lesson time.



Geography

Geography is a unique subject that investigates the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future.

At Northgate we believe that Geography education should:

- foster in students a sense of wonder at the beauty of the natural world and an understanding of the processes that have shaped it
- develop in students an informed concern for the environment and an appreciation of the different cultures and backgrounds of people from all over the world
- help students develop a range of transferable skills such as map reading, data collection, ICT, and problem solving

Year 7

- Introduction to the UK
- Physical landscapes in the UK
- Weather and climate in the UK
- The people of the UK - work, rest and play

Year 8

- Mental Wellbeing and Rethinking Our Behaviour
- The geography of crime
- Global Issues
- Our unequal world



History

History is an exciting and enjoyable subject because you get a chance to find out about real people and stretch your imagination investigating their lives. In Year 7 you will have two lessons of History a week as we have incorporated key aspects of the PSHEE curriculum into our programme of study.

Aims:

- Students gain a chronological narrative of how people's lives have shaped this nation and how Britain has been influenced and been influenced by the wider world.
- Understand key concepts such as change and continuity, cause and consequence, similarity, difference and significance.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

The curriculum at Key Stage 3 follows a logical order which enables students to have a firm understanding of chronology. This chronology is underpinned by three key themes Power, Global Empires and Protest, rebellion and revolution (Year 9).

Year 7: Power	Year 8: Global Empires
Early Migration	The Silk Roads
The Romans	
Early Anglo-Saxon England	The Mongol Empire
The Frankish Empire (case study: Charlemagne)	The Mughal Empire
The Byzantine Empire (case study: Empress Irene)	The British Empire (case studies: India, Australia, Caribbean)
Islamic Empire	
The Norman Conquest	The abolition of slavery (case study: Toussaint Louverture)
The Catholic Church	
The Crusades (case study: Saladin)	Migration
African Kingdoms	
The Ipswich Charter	The outbreak of WWI
Wolsey and the break with Rome	Decolonisation (return to each case study)
Exploration in the 16th Century	
Civil War (case study: East Anglian Witch Hunt)	Postwar Britain

What skills will you develop?

You will hone your *detective skills* as you weigh up historical evidence, your *questioning skills* as you investigate sources and artefacts from the past and your *literacy skills* as you learn to construct rigorous historical arguments.

Music

Music is taught through three areas of study at Northgate. These are listening, composing and performing. Our aim is to make music and to support students to become more musical when performing in an ensemble, improvising or composing. Key stage 3 projects include types of world music such as African Drumming and Calypso, a variety of popular music styles, such as Reggae, Britpop and Rock n Roll, and projects based on advert and film music using music technology to name a few. There is a strong emphasis placed on the elements of music and creativity, and many of the projects are approached through practical music making in small groups. This group work encourages students to demonstrate the Northgate values such as determination and teamwork.

Extra-curricular activities

Our Extra-curricular offer is reviewed each year and often changes depending on demand. Our groups include:

- Orchestra
- Jazz Band
- Choir(s) / Vocal Groups
- Theory Club
- Keyboard Club
- String Ensemble

Rehearsals take place at lunch time or after school and finish at 4.00pm.

Instrumental lessons

Instrumental lessons for most orchestral instruments, guitar, drum kit and piano are available. A form to request tuition on orchestral instruments has been sent alongside this booklet. The completed forms should be returned to Miss Tournay-Godfrey as soon as possible. Queries regarding payment should be directed to the Finance Officer.

Concerts

A number of regular concerts are organised both inside and outside of school, such as the annual Carol Service and the Northgate Summer Concert. The department also runs a Young Musician of the Year Competition for soloists in October and November, which is open to students of all levels.

The School Show is staged at DanceEast and offers opportunities to be involved in performing and non-performing roles ranging from helping backstage, to technical and musical roles such as assisting with sound and performing in the band.



Physical Education

Aims of Physical Education

PE offers opportunities for students to:

- enjoy participating in physical activities
- explore a variety of activities and create a personalised pathway
- acquire the skills needed to perform competently in a range of activities
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- develop key interpersonal skills of leadership, cooperation, communication and sportsmanship
- develop capability to solve and overcome problems as an individual and / or as part of a team
- respond to a variety of challenges in a range of physical contexts and environments
- develop an inquisitive and philosophical approach through PE and sport
- develop positive attitudes towards lifelong participation in physical activity.

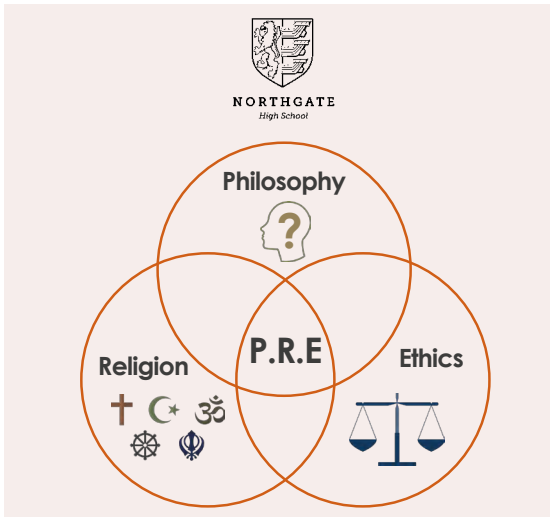
Curriculum Content

In Year 7 students take part in two lessons per week. Students will be taught in mixed or single gender groups.

The curriculum offers a variety of activities which help to develop competence, performance, creativity and healthy active lifestyles. All students will be taught the fundamentals of invasive, net and wall, athletic and aesthetic activities within a broad and varied curriculum through a range of activities.



Philosophy, Religion and Ethics



At Northgate we are following the locally agreed syllabus 'Where do I stand?'. The aim of our subject is to develop the ability to hold balanced and well-informed debate about religion and belief. Studying P.R.E at Northgate will give students a real insight into global society with its vast range of worldviews influencing local, national and international affairs.

Students will have one lesson of P.R.E each week. During the course of their studies, students will focus on three 'Big questions' each year. Within each Big question there will be three lines of enquiry, some of which will allow students to explore P.S.H.E. topics.

Year seven students will investigate the following 'Big Questions'

What is Philosophy, Religion and Ethics – an introduction to studying P.R.E at Northgate.		
Big Questions	Enquiries	Concepts
Does belief have to be accompanied by action?	How do we study religions at Northgate?	Philosophy/Religion/Ethics/ Sociology/monotheism/ agnostic/polytheism
	What is the significance of promises within the Jewish religion?	Covenant/Mitzvot/Tanakh/ atonement/Kosher
How do we decide what is right and wrong?	To what extent does Jesus impact on the lives of Christians today?	Parable/forgiveness/ Historical figure/messiah
	How do non-religious people make moral decisions?	Utilitarianism Harm Compassion and empathy
Do we have a duty to look after the world?	What is Ummah, and how is it shown through beliefs and practices in Islam?	Ummah, tawhid, lesser and greater jihad, Islam, hijab, zakat.

Students will be assessed each term through regular knowledge check points, class work and extended writing.



Sidegate Lane, Ipswich, Suffolk, IP4 3DL | Tel: **01473 210123** | www.northgate.suffolk.sch.uk

E-mail: info@northgate.suffolk.sch.uk | [f @northgatehighschoolipswich](https://www.facebook.com/northgatehighschoolipswich) | [@northgatehighschoolipswich](https://www.instagram.com/northgatehighschoolipswich)