



NORTHGATE  
*High School*

# Year 7 Curriculum Overview



# **RSHE & PSHEE Curriculum**

## **Relationships, Sex & Health Education (RSHE) and Personal, Social, Health & Economic Education (PSHEE)**

### **Definition**

Relationships, Sex & Health Education (RSHE) is 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.

### **Provision**

The RSHE and PSHEE curriculum is taught by subject specialist teachers, who ensure 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 and PSHEE 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.

At the heart of our curriculum is the intent to provide our students with opportunities to develop skills for life, with content including Relationships & Sex Education, Physical Health & Mental Wellbeing, Spiritual, Moral, Social & Cultural Development, British Values, Diversity, Careers, Future Pathways and the Environment.

### **KS3 – Embedded Subject Approach**

In Year 7, the History department have an additional lesson to cover the content of the RSHE and PSHEE 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, RSHE is not linked specifically to a science topic but will relate to it.

In Year 7 the Computing department is responsible for the delivery of the Internet Safety and Online Harms unit which is taught on rotation. 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 and PSHEE curriculum.

In Year 9 the Religious Education department deliver the RSHE and PSHEE content of the curriculum alongside their own scheme of work. A comprehensive system of support for Year 9 is also in place, with focus on the GCSE options process, as well as work experience and post-16 pathways.

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.

### **KS4 – Core Curriculum**

In Years 10 and 11, RSHE and PSHEE content is delivered through timetabled lessons following a core programme. Units are taught on rotation by subject expert teachers, and are supplemented by a rolling programme of support delivered by our Careers Leader, which focuses on work experience, post-16 pathways and careers advice.

To view our full RSHE and PSHE Policy please click on the following link: [\*\*Northgate RSHE and PSHE Policy\*\*](#)

# Learning Support

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

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 in KS3 targeted at young people who require significant input for literacy and numeracy. Additionally, the department provides a bespoke intervention to support students with social and emotional needs.

When appropriate, we provide the following time limited interventions (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
- Catch Up Literacy
- Memory Techniques
- Phonics
- Social Thinking
- Numeracy intervention
- Communication Confidence
- Lunchtime Friendship Club
- Homework and Revision Clubs
- Art Club



Students with SEN/D have a 'Pupil Passport' to help their teachers understand their needs and support their curriculum.

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 student 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 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 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 the annual Mastermind competition. Where possible, author visits and theatre trips are also included in the curriculum.

# Mathematics

Year 7 Mathematics is taught in form groups until October half term and then 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 his or her potential.

## Meeting individual needs

Before students arrive at Northgate, transfer information from the Primary Schools gives us a clear indication of the potential of each student. We benefit from 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 able children workshops and 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. Every student will need his or her own calculator – we recommend Casio fx-83GT CW, Casio fx-85GT CW, Casio fx-83GTX or Casio fx-85GTX. These can be bought through School Gateway and are widely available from stationary shops and supermarkets; however, any scientific calculator will be fine. 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
- Compounds, Elements, and the Periodic Table
- Waves
- Evolution and Respiration
- Earth and Atmosphere



# Design & Technology

## Materials Technology, Graphics and Electronics

Design and Technology is taught alongside other subjects at Northgate as part of the compulsory 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 timbers, 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 & Nutrition and Textile Technology

All students study National Curriculum Food & Nutrition 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 & Nutrition and one period of Textiles. In Year 8 students have two periods of Food & Nutrition and 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, savoury salad, granola breakfast pots, crumble, scones, fishcakes, quorn bolognese and soup
- **Year 8** – macaroni cheese, cereal bar, bread, pizza, Mexican bean tortilla, patatas bravas, chicken goujons, fruit surprise, butterfly cakes and swiss roll

### 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.

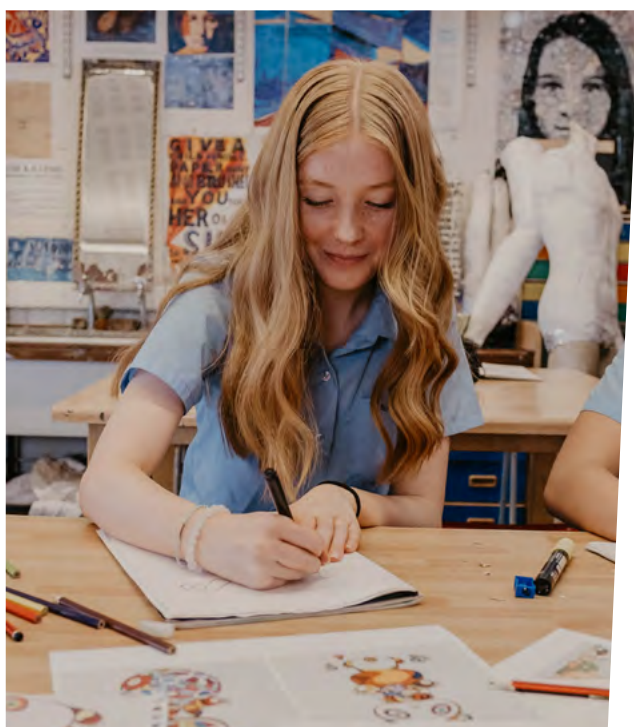
To achieve these ends, students will explore colour, shape, line, tone, texture, pattern and form.

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 three languages: French, German or 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, all students study one of three languages. In Year 8 all students will pick up a second language and continue with both into Year 9, giving them more choice prior to their options. They will have two seventy-five-minute lessons a week, in Years 7, 8 & 9. Students have timetabled access to the Language Centre facilities, enabling them to become familiar with interactive self-study languages software.

## Year 7 & Year 8 Topics

### French, Spanish and German

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, 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, talking about activities in the past.

### 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 French, German or Spanish dictionary is really useful.



# Computing

Computing has replaced Information & Communication Technology and is taught to all students in KS3.

Students in Year 7 are introduced to the school network, our e-mail system and other essential school applications. They are also taught how to organise their files and folders for use in other lessons. Students are taught in mixed ability form groups and will look at a wide range of ideas. Computing is on a 6 week rotation with Music.

The curriculum will enable students to develop their computational thinking ability, which is a skill that is useful in all areas of life. We will also be looking at developing a range of projects using digital technologies as well as enabling students to work securely and safely online.

## **The topics taught in Year 7 Computing are:**

### ■ **Staying Safe Online**

Including embedded elements from the RSHE & PSHEE curriculum. Students are reminded of the dangers on the internet, including social media, and how to stay safe in a variety of situations.

### ■ **An introduction to Graphics**

Students learn to manipulate images and combine them to create a product for a specific purpose

### ■ **Scratch Programming**

Drawing on previous knowledge gained in primary school, students learn to program a calculator and similar programs.

Homework will be set on a regular basis and is likely to be either research or completing activities for following lessons.



# 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 receive a short script and work towards a final performance. 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. Students may audition for the School Show or join the Drama Club. We also offer weekly dance clubs at lunch along with a whole school Dance Evening every year. 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

As well as History and Philosophy, Religion & Ethics, Geography is also a subject which delivers the Key Stage 3 RSHE and PSHEE Curriculum.

## Year 7

- Introduction to the UK
- Physical landscapes in the UK
- The people of the UK – work, rest and play
- Map skills and orienteering
- Weather and climate in the UK
- Summer fieldtrip to RSPB Minsmere – data collection

## Year 8

- Mental health and wellbeing (RSHE)
- The geography of crime
- Our unequal world
- Rethinking our behaviour (RSHE)
- Global Issues



# 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 six key themes (Conflict, Empire, Ideas and Beliefs, Migration, Ordinary Life and Power) which are revisited across the three years.

National Curriculum thematic stories	How we have tackled them across the curriculum at Key Stage 3	
	Year 7	Year 8
<p><b>Conflict</b></p> <p>The changing nature of conflict between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars.</p>	The Battle of Hastings and the impact of the Normans	
<p><b>Empire</b></p> <p>The development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation.</p>	The Islamic Empire Africa Kingdoms	The British Empire. Case Study: India & Australia. Depth Study: Slavery and Toussaint Louverture
<p><b>Ideas and beliefs</b></p> <p>The way in which the lives, beliefs, ideas and attitudes of people in Britain (and the wider world) have changed over time.</p>	The significance of Church The Break with the Rome	The Age of the Revolutions: Thomas Payne
<p><b>Movement and settlement</b></p> <p>The impact through time of the movement and settlement of diverse peoples to, from and within the British Isles.</p>	Migration to Britain, 43AD - 1550AD	Migration to Britain, 1750 - 1900
<p><b>Ordinary life</b></p> <p>The way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes</p>	African Kingdoms Families and relationships The Black Death Tudor Society	Case Study: Anne Lister Life in Industrial Britain
<p><b>Power</b></p> <p>The development of political power from the Middle Ages to the twentieth century, including changes in the relationship between rulers and the ruled over time, the changing relationship between the crown and parliament, and the development of democracy.</p>	Nature of power – Significance of the Magna Carta The development of Parliament The Peasants' Revolt Causes of the English Civil War	Causes of the French Revolution Power to the Power: Peterloo, Chartist, Matchstick girls, votes for women

## 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. Key stage 3 projects include world music, such as African drumming and Samba, 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, performance technique and creativity, and many of the half-termly 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
- Rock School
- 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 at St Margaret's Church 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 and communication
- 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

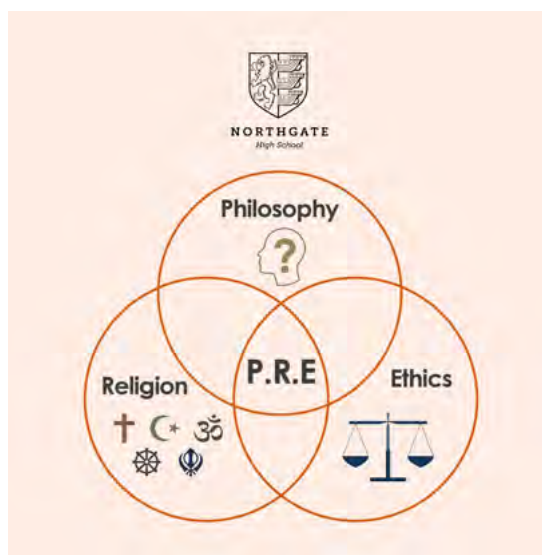
In Year 7 students take part in two lessons per week. Students will be taught in mixed or single gender groups.

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 religions and beliefs. 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	Concept
Does belief have to be accompanied by action?	How do we study religions at Northgate?  What promises do Jewish people make and how do these promises affect their lives.	Philosophy / Religion / Ethics / Sociology / monotheism / agnostic / polytheism 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/ Parable / Crucifixion / Resurrection / Gospel / Ascension / Disciples.
Do we have a duty to look after the world?	To what extent do Muslim teachings support the values of community and peace today, and how do these impact on the way Muslims look after the world?	Ummah / Khalifa / Jihad / Greater Jihad / Lesser Jihad

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



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