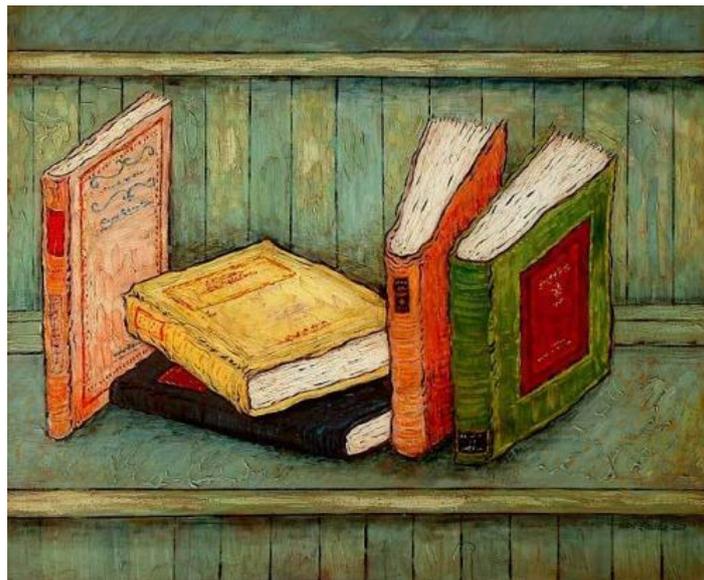




Hethersett Old Hall School



Year 7 Curriculum Booklet 2017-18

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The Year 7 Curriculum

The Year 7 programme of study is the first part of a three-year curriculum encompassing a broad range of subjects; it provides a comprehensive and rewarding educational experience for pupils.

The curriculum is designed to provide opportunities for a smooth progression of learning throughout the first three years of secondary education, creating an excellent foundation for external examination courses in Years 10 and 11.

The curriculum has eight 'learning strands', some containing more than one subject. These are:

- Strand 1 Communicate and Express** - to develop linguistic and literary knowledge, understanding and competence in English and other languages.
- Strand 2 Number** - to develop mathematical skills, knowledge and understanding.
- Strand 3 Science** - to develop scientific skills, knowledge and understanding.
- Strand 4 Human and Social** - to understand and explore human communities and their achievements in the past and present, and the diversity of beliefs and customs in the human family and what the future may bring.
- Strand 5 Perform, Compete and Create** - develop sporting skills and the power of expression through the physical and aesthetic performance disciplines.
- Strand 6 Represent and Interpret** - learn the techniques of creative artistic and graphic expression through various media.
- Strand 7 Design and Make** - learn about and practise the creative and practical skills of making in food, textiles, craft and digital technology.
- Strand 8 Ourselves and Others** - learn about and explore the morality and ethics of modern life as it affects the individual and society, including knowledge of the British democratic tradition and parliamentary process and an appreciation of cultural diversity in contemporary society.

Strands, subjects and periods allotted

Strand	Subjects	Year 7	Year 8	Year 9
1. Communicate and Express	English L & L	5	5	5
	French	2	2	2
	Spanish	2	2	2
2. Number	Mathematics	5	5	5
3. Science	Science	5	5	5
4. Human and Social	Geography	2	2	2
	History	2	2	2
	RS	2	2	2
5. Perform, Compete and Create	PE and games	3	3	3
	Dance, drama, music	3	3	3
6. Represent and Interpret	Art and design	2	2	2
7. Design and Make	Business technology	1	1	1
	Food, textiles, craft and DT	2	2	2
8. Ourselves and Others	PSHCCE	1	1	1



Art and design

In Year 7 pupils are encouraged to explore their own creativity through studying the work of various artists and undertaking a number of different art projects.

Formal elements in art

- Using a sketchbook.
- Health and safety in the art room.
- Introduction to formal elements and key skills.
- Looking at how artists use formal elements.
- Short activities to explore and develop skills and understanding for using line, tone, texture, colour, pattern and shape through drawing and painting.
- Using specialist vocabulary.

Recycled collage

- Exploring the collages of artist Peter Clark.
- Drawings of animals.
- Collecting recycled materials.
- Developing a collage of an animal using recycled materials.

Norfolk Show competition

- Responding to the theme 'Norfolk farming in style' to collect resources and develop ideas for a painting.
- Exploring an art movement.
- Preparatory studies and s
- Selecting and using materials and techniques for the final piece.

Printmaking project

- Drawings to explore pattern and markmaking in Indian art.
- Collecting and recording observations.
- Indian cultural artefacts and traditions.
- Exploring the use of block printing in the textiles industry.
- Introduction to relief printing.
- Lino print design.
- Single reduction relief print.
- Repeat printing.
- Printing onto collage and coloured backgrounds
- Presenting prints.

Mask sculpture

- Working in response to a brief.

- Exploring masks from variety of different contexts such as decorative or tribal and cultures such as African or American Indian.
- Collecting and recording information and ideas in response to masks.
- Selecting and using information and ideas from different sources.
- Techniques and materials for construction and decoration.
- Refining and developing work according to intentions.

Colour and light

- Exploring the work of Monet and Cezanne.
- Using chalk pastels.
- Still life drawing based on the work of Cezanne.
- Writing about artists
- Understanding impressionism.
- Study from the work of Monet.
- The work of pointillist painter Georges Seurat.
- Colour mixing and optical effects using acrylic paints.
- Landscape painting.



Business technology

The aim is to equip pupils with skills that will be useful to them in their school work and more generally in everyday life. Throughout the year pupils, participate in various real-life scenarios and/or business projects to which they apply their developing ICT skills.

Pupils investigate how ICT helps businesses when launching a new product using the basic features of the Microsoft Office suite. This encompasses:

- Creating, moving, renaming and deleting folders and files.
- Creating and formatting a questionnaire using developer tools in Word.
- Carrying out market research.
- Analysing and displaying the results of their market research using Excel.
- Creating a logo using drawing tools for a new product.
- Scanning and importing pictures and designing a new product template using Publisher.
- Creating a marketing leaflet to launch their product.
- Reflecting on their work and how ICT helps businesses by reporting their findings using PowerPoint.



Dance (part of the performing arts carousel)

Our dancers will cover two units of work each year, inspired by various stimuli such as poems and adverts as well as dance styles such as contemporary, street, jazz and lindy hop. Pupils will focus on choreographic skills, performance skills and appreciation skills.

The elements of the course are:

- Safety principles and an understanding the effects of exercise on the body; the importance of a safe warm-up and recovery; an appreciation of which components of fitness are particularly relevant to dance.
- Technical skills: looking at moving pathways, and the six body actions: travelling, jumping, turning, gesture, stillness and falling. Motif description introduced. Pupils are encouraged to develop an understanding of different dance techniques and styles.
- Developing effective body tension, control and quality in the performance of dance.
- Create and develop choreographic skills; an introduction to understanding the importance of motif forming as a foundation for dance choreography.
- Using stimuli to create a choreographic piece.
- Experience working in pairs and in small groups.
- Plan, perform and evaluate dances with an emphasis on changes in speed, shape, level, direction and dynamics.
- Street and contemporary dance genre: pupils are given the opportunity to examine the work of street dance choreographers and copy actions, dynamics, space and relationships.
- Performance: pupils are given the opportunity to perform to an audience and are encouraged to analyse and develop their performing skills.
- Dance appreciation: within the units of work, pupils will be encouraged to comment on and analyse dance compositions by prominent choreographers.
- Creating a complete performance: pupils will have the opportunity to design and perform a complete performance.



Design technology (part of the technology carousel)

In this aspect of technology, girls complete a project to design and make a bird box to the following brief:

- The design must be made from a set-sized plank of wood.
- The bird must fit through a 35mm hole.
- There needs to be a way of opening the bird box to clean out last year's nest.
- There needs to be a way of fixing the bird box to a support.
- The bird box should have a decorative finish, eg some scroll saw work.
- The bird box needs to be given a protective paint finish.



Drama (part of the performing arts carousel)

In Year 7 we introduce and investigate the basic skills and techniques used by actors through games and exercises.

Initially pupils will study the basic skills used by an actor: voice, movement and imagination/characterisation.

Voice

How we use our voices to create character examining:

- pitch,
- tone,
- pace,
- accent,
- intonation,
- rhythm,
- use of pauses,
- articulation,
- interpretation of simple script.

Movement/Physicality

- Awareness of our physicality and what it tells us
- Physical language
- Finding character through different parts of the body
- Proxemics and the use of spatial relationships

Imagination

- Creating and playing characters
- Improvisation
- The introduction of creating drama from stimuli

Once the basic skills have been introduced the emphasis moves on to group work:

- Sharing ideas
- Working co-operatively and effectively with others
- Developing critical thinking
- Interacting with one another
- Commenting positively and critically on pupil's own work and that of others

Senior School Production

Pupils in Years 7, 8 and 9 are encouraged to take part in the senior school production or dramatic event which is open to everyone in the senior school. This affords them the opportunity to work with a cross section of ages. It may also give them the opportunity to appear on a professional stage. Historically, plays have been performed at The Norwich Playhouse and Norwich Puppet Theatre.



English

English lessons in Year 7 develop the girls' competence in writing English and understanding the nature of language. They are encouraged to enjoy reading and to share their views on what they read.

In lessons pupils undertake a range of different activities and tasks. They study a number of texts in different genres and explore a variety of literary forms, learning how to develop a personal response to imaginative literature.

Reading

Pupils read a number of different kinds of texts: novels, plays, poems, non-fiction and media texts. They develop their understanding of these texts and practise expressing their ideas about them.

Writing

Pupils write in a variety of ways for different purposes and audiences. They also learn spellings and study grammar and punctuation so that they can write correctly and effectively. They learn how to plan their work and write in an appropriate style.

Speaking and listening

Pupils develop their ability to express themselves in speech as well as in writing, through giving talks to the class, taking part in discussions and joining in drama activities.

How do pupils know how well they are getting on?

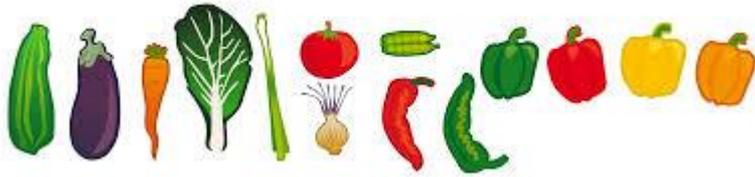
During the Autumn Term reading comprehension and spelling are tested.

The teacher will usually mark each pupil's exercise book every week. Longer pieces of work receive marks for: content, spelling, punctuation, grammar, effort and presentation. Every week each pupil will have two English homework assignments; one is usually language and one literature. Pupils take an examination in English towards the end of the year.

How can parents help?

Pupils should:

- show their parents their work and talk about what they have been doing in class,
- ask parents to help with spellings,
- ask parents to read a book with them if they find it difficult to read.



Food and nutrition (part of the technology carousel)

The Year 7 curriculum builds on the skills introduced during the Year 6 carousel. The emphasis is directed towards the development of practical skills including:-

- the ability to work independently,
- to be well organised,
- to work safely and hygienically.

The main food groups to be covered include revision of fruit and vegetables and then progressing to cereals, milk and cheese. Practical tasks will link with each food group along with information about basic nutrition and healthy eating.

Practical tasks will involve the skills of rubbing-in, fruit and vegetable preparation, cooking pasta and reduced sauce making. There is usually a tasty outcome!



Geography

Geography in Year 7 is about discovering the world we live in, starting with the Earth's story and progressing to the UK and Africa.

Topics covered:

- About the UK: countries, cities, rivers and mountains as well as what our weather is like, the area where we live and London.
- Hydrology in terms of the water cycle, river features and flooding.
- Africa – countries, population, physical features and specifically the Horn of Africa.
- Glaciers – geological time and the ice age, glacial erosion and deposition and the landforms formed.

Skills developed:

- Field trip skills such as the collection and recording of primary data, drawing field sketches, constructing a questionnaire and land use surveys.
- Enquiry skills of how to set up a hypothesis and follow through a line of enquiry using guidelines based on both primary and secondary data.
- OS map skills such as using grid references, scale, compass direction, symbols and interpreting contour patterns.
- Presentation techniques such as sketch maps, spider diagrams, annotated maps, ICT graphs and presenting findings from films.



History

History is one of the major humanities. Through the study of the past, pupils understand their own island story and the forging of nationhood.

History is taught at HOHS on a linear chronological basis over Years 7, 8 and 9, beginning with the Saxon occupation of Britain and ending with the immediate post-war years. It covers the social and political history of this period.

The course is designed to enable pupils to gain a coherent knowledge and understanding of Britain's development as a nation and of her place in the wider world. It aims to inspire pupils' curiosity to know more about the past and understand how it influences the present. Each year of the course introduces more sophisticated techniques of analysing and writing about historical topics.

History lessons encourage pupils to ask perceptive questions; think critically about the changes in social and political life; weigh evidence; sift arguments; engage in an imaginative way with the lives of people in past times and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the forces of change, the diversity of societies and their own national identity. In Year 7 we study:

Romans and Saxons, 300-1000

- Departure of the legions
- The arrival of the Saxons
- The making of England – language and culture
- Kings and conflict
- The growth of Christianity
- Life in Saxon times
- The coming of the Vikings

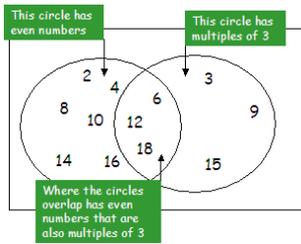
- English and French
- Life under the Plantagenets
- Runnymede and Magna Carta
- The mediaeval church
- Henry V and Agincourt

From Hastings to the late Middle Ages, 1066-1500

- Duke William and the Normans
- Kings and castles
- Knights and peasants
- Farming the land

Tudors and Elizabethans, 1500-1620

- Tudor kings
- The Bible and the Protestants
- The court of Henry VIII
- Life in London at the time of Shakespeare
- Adventure and conquest
- The new world
- The Armada
- The death of the Virgin Queen



Mathematics

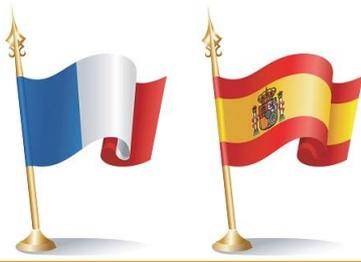
In Year 7 pupils build on their previous mathematical learning to consolidate their knowledge and understanding whilst developing new skills of greater complexity.

Outline of topics covered:

- Using and applying: investigations including “Number Boxes” and “Flip, Turn and Slide”,
- Number: addition, subtraction, multiplication and division, also including directed numbers.
- Algebra: patterns, sequences, function machines and equations.
- Ratio and proportion: convert between related standard units, compound units, scale factors and similar shapes.
- Geometry and measures: perimeter, area, volume, angles, co-ordinates and quadrilaterals.
- Probability: theoretical and experimental probability, sets and venn diagrams.
- Statistics: grouping data, discrete and continuous data and displaying data.

Key learning objectives for Year 7:

- Simplify fractions by cancelling all common factors; identify equivalent fractions.
- Recognise the equivalence of percentages, fractions and decimals.
- Extend mental methods of calculation to include decimals, fractions and percentages.
- Multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single-digit whole numbers.
- Break a complex calculation into simpler steps, choosing and using appropriate and efficient operations and methods.
- Check a result by considering whether it is of the right order of magnitude.
- Use letter symbols to represent unknown numbers or variables.
- Know and use the order of operations and understand that algebraic operations follow the same conventions and order as arithmetic operations.
- Plot the graphs of simple linear functions.
- Identify parallel and perpendicular lines; know the sum of angles at a point, on a straight line and in a triangle.
- Convert one metric unit to another (eg grams to kilograms); read and interpret scales on a range of measuring instruments.
- Compare two simple distributions using the range and one of the mode, median or mean.
- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts.
- Solve word problems and investigate in a range of contexts, explaining and justifying methods and conclusions.



Modern foreign languages (French and Spanish)

Pupils have two lessons each of French and Spanish per week. The lessons focus on developing the following four skills:

Speaking

Pupils learn the basic rules of pronunciation. They have opportunities in lessons to practise their spoken French or Spanish. This may be through volunteering answers in class or working in pairs. All pupils are encouraged to participate.

Writing

Pupils learn to write basic sentences about themselves on the topics we study. By the end of the year they should be able to put this information together to write several paragraphs. They are shown how to use bilingual dictionaries.

Reading

Pupils are given sentences or short paragraphs in the foreign language and have to answer questions about them, responding either in English or the foreign language. They become familiar with the question words and learn how to formulate answers, recognising that the word order may be different from English. They will start to develop their translation skills.

Listening

Pupils develop their listening skills throughout the course of the year. Part of the lesson may be conducted in the foreign language but lots of visual clues and aids are used to help the pupils understand. Often a task may be explained in French or Spanish first and then the teacher checks in English that the pupils have understood. Pupils also listen to material on a CD and have to answer simple questions about what they have heard. Sometimes we may listen to new vocabulary on a CD to practise pronunciation.

Topics covered include:

- Greetings
- Yourself, where you live and your daily routine
- Numbers and the date and time
- Family and pets
- Character and appearance
- Colours
- School subjects and the school day and items in a pencil case
- Rooms in a house
- Food
- Christmas, Easter and other festivals

Grammar covered:

- Genders.
- The words for 'a', 'some' and 'the'
- Plurals and the agreement and position of adjectives
- Using the appropriate form of the verb to describe yourself and other people
- Forming verbs in the present tense
- The use of the infinitive
- Reflexive verbs
- Question words
- Prepositions



Music (part of the performing arts carousel)

The aim of the music section of the performing arts carousel is to foster an enjoyment of music in all its variety whilst developing musical competence and understanding.

During the year we will look at:

- **Opera** - learning about the history and progression of opera to musicals; developing an opera scene as a class; visit to see Mozart's 'Cosi fan tutte'.
- **The elements of music** - learning how to create and understand music in the context of pitch, dynamics, texture, duration, tempo, timbre and silence.
- **The structure of music** - learning how to create and understand music of different structure: binary, ternary and rondo.
- **Chords** - learning how to play primary and secondary triads on the keyboard and using them for composition.



Physical education and games

All pupils at Hethersett Old Hall School enjoy PE lessons, in which different sports are taught; one games session a week, in which traditional games are played; and a swimming lesson to develop water skills.

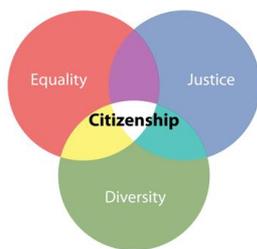
Physical education lessons provide a healthy life balance and all pupils have something to gain in adopting a healthy active lifestyle in terms of their physical, mental and social well-being. The PE department at Hethersett Old Hall School provides a wide range of physical activities for pupils to refine their key gross and fine motor skills as they develop physically. This helps pupils develop their self-confidence and learn positive lifelong, healthy attitudes to exercise and sporting involvement.

Games sessions foster pupils' team spirit and sense of fair play within an inclusive environment. Sessions aim to promote fitness and teach pupils the values of winning and losing, both as an individual and as part of a team. Regular fixtures and tournaments enable pupils to apply themselves in competitive situations and learn the values of etiquette within sport as well as analysis and evaluation for improvement within personal and team performance.

Games played include:

- **Hockey** A traditional game played in the Autumn Term on the full-size hockey pitch and in the sports hall.
- **Badminton** Taught in PE curriculum time in the sports hall.
- **Netball** A traditional game played in the Spring Term on the hard court area and in the sports hall.
- **Gymnastics** Taught in PE curriculum time in the sports hall.
- **Tennis** A traditional game played in the Summer Term on the hard court area and in the sports hall.
- **Rounders** A traditional game played in the Summer Term on the field.
- **Athletics** Taught in PE curriculum time during the Summer Term.

In all sports girls learn the rules of the game, the principles of good play and how to work as a member of a team.



PSHCCE (Personal, social, health, careers and citizenship education)

Personal, social and health education helps young people embrace change, feel positive about who they are and to enjoy healthy, safe, responsible lives.

Careers education helps to identify personal skills and attributes and prepares pupils for the next steps in life.

Citizenship encourages pupils to take an interest in topical and controversial issues and to engage in discussion and debate.

The topics studied this year include:

Animal rights

- What are animal rights?
- What needs to be considered before getting a pet?
- What conditions are battery hens kept in?
- Producing a leaflet about the pros and cons of getting a pet

Enterprise – the chocolate box challenge

- Working in a team to launch a new range of chocolates.
- Making decisions about the product
- Sharing tasks to facilitate meeting a deadline
- Producing an advert to promote the new range
- Presenting the project to ‘the dragons’

Citizenship – an introduction to politics

- What makes a good citizen?
- What happens if you break the law?
- Environmental issues
- Voting and the government

Friendships

- What makes a good friend?
- What makes a bad friend?
- How to deal with friendship issues

Internet safety

- Social networking
- Netiquette
- What is CEOP?
- Researching internet safety
- Producing a leaflet explaining e-safety to younger pupils

Individual lessons on other topics also take place. Examples include budgeting, personal finance and physical development.



Religious studies

In Years 7, 8 and 9 pupils study all of the six major world religions – their beliefs, customs and traditions as well as being given an introduction to the study of philosophy and ethics as part of a three year course, the aims of which are to:

- Acquire knowledge and develop an understanding of the major religions in the UK.
- Develop an understanding of the impact of beliefs, values and traditions on individuals, communities and cultures and how these can enhance the lives of people.
- Develop the ability to consider and reflect on religious and moral choices in order to make informed decisions.
- Enhance the spiritual, moral, social and cultural development of pupils by:
 - developing an awareness of the fundamental questions of life raised by human experiences,
 - responding to such questions with reference to the teaching and practices of religions and to their own understanding and experience,
 - reflecting on their own beliefs, values and experiences in the light of their study,
 - developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

Year 7 syllabus elements:

The life of Jesus

- Who was Jesus?
- What did he do?
- How did he help others and how did he make enemies?

Rites of passage

- A study of the significance of rites of passage on an individual

Study of Sikhism

- An introduction to Sikhism
- Key beliefs and practices of Sikhs
- Worship in the Gurdwara
- Sikh beliefs in practice



Science

In Year 7 we introduce pupils to a range of core concepts within biology, chemistry and physics. They build on their scientific knowledge and understanding from Year 6 and make connections between the different areas of science. The aim is to develop a framework of scientific knowledge and skills which will develop over the year.

Homework activities, assessment tasks and end-of-topic tests enable pupils to demonstrate their understanding of each topic.

Topics currently include:

Biology

- Cells
- Reproduction
- Environment
- Variation and classification

Chemistry

- Acids and alkalis
- Chemical reactions
- Particles
- Solutions

Physics

- Energy resources
- Electrical resources
- Forces and their effects
- The solar system and beyond

End of year assessments take the form of a skills-based activity in addition to an examination testing knowledge and understanding.



Textiles (part of the technology carousel)

In Year 7 the pupils complete a recycled puppet-making task. During a ten week unit they will produce the puppet head, facial features and body from recycled items; they then make the costume or clothing items from various recycled materials.

The aim is to produce a puppet using mixed media textile skills and to make it in an enjoyable and imaginative way.

During this ten week unit pupils develop the following skills:

- Learn how to be creative with materials and produce a 3D rod puppet head.
- Learn how to use basic sewing equipment.
- Understand simple joining methods such as pinning and tacking.
- Learn how to use a permanent joining method such as a plain seam.
- Learn how to thread and use the sewing machine.
- Understand how to neaten a plain seam using a machine or pinking shears.
- Understand health and safety issues when using the sewing machine and other equipment.
- Learn how to do simple decorative techniques such as basic appliqué.
- Understand how to produce a well-presented and detailed A3 design sheet.
- Evaluate the progress of their work.



Notes

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