



St Nicholas' School
Year Seven
Curriculum Booklet
2021



INTRODUCTION

School Attendance

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this will be equivalent to half a year and will significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve less than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will be expected to copy up the work and also to try to understand it. She should always ask for help if she has difficulties.

School Events

There are a number of events that pupils are required to attend. These include Open Days throughout the year and the Summer Fayre at the end of June. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, will affect a pupil's chances of becoming a school officer in Year 10.

Equipment

All pupils should have the following equipment with them every day. All items should be clearly named.

- 30cm ruler
- pen and spare cartridges (black)
- pencils
- pencil sharpener
- rubber
- coloured pencils
- highlighter pens
- scientific calculator
- scissors
- glue stick
- dictionary
- The Good News Bible
- French Dictionary, Spanish Dictionary

The School Planner

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. It is designed to be an easy means of communication between home and school and should be signed by the form teacher and parents each week. The planner also includes the School Rules and parents need to familiarise themselves with these. The School Rules are also to be found in the Parent Handbook.

Keeping in Touch

There will be opportunities to meet with your daughter's teachers, both formally and informally, throughout the Year. You will find the dates on the school calendar. You will receive one written report at the end of the Summer Term. In addition to this, you will receive Grade Sheets at the end of the other terms. These will contain grades and a comment on work or progress.

If you have any concerns please make use of the planner, as mentioned above, or contact the office to make an appointment to speak to your daughter's form tutor.

Office 365

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams students will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

Homework

Pupils in Year 7 will have an average of 60 minutes each night, although additional pieces of work may occasionally be set in subjects such as music, textiles, food etc. Homework is likely to include reading tasks, question sheets, research, revision etc and will be used to encourage your daughter to work more independently. Written tasks normally need to be handed in the next day. Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way.

Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned, using the planner, so that the teacher is aware, but your daughter may need to be encouraged to work faster. She needs to complete the task, if possible, to demonstrate what she can do and so that she gets sufficient practice in preparation for future examinations. Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter will be asked to do it again. If this happens on several occasions, you will be notified using the planner. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment at KS3 could impact on a pupil's progress and, in turn, affect their GCSE Grade.

Assessment

Pupils will sit one set of examinations in May/June. Parents will be informed of the results in the school report. A set or year average will be given for each subject, so that it will be possible to see how your daughter is achieving compared to her peer group.

At other times, continuous assessment will take place and parents will be given information on their daughter's achievements on the grade sheets.

CURRICULUM SUPPORT

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help students achieve their best by learning strategies to overcome any barriers to learning. This support is provided by trained staff to meet students' individual needs.

Pupils may be tutored in small groups, or they may be given additional help within a lesson. A few girls may be offered Curriculum Support instead of one foreign language.

Members of Curriculum Support staff also liaise with subject teachers to ensure that students receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning.

If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the curriculum support department in the first instance csdept@st-nicholasschool.co.uk. We will be able to talk with you and your child about their needs and advise you as to your next steps.

GIFTED AND TALENTED

A number of pupils show a flair for a particular subject and differentiation during lessons enables them to be challenged. They are also encouraged to take part in various competitions, visits and enrichment activities.

ENGLISH

The Department broadly follows the National Curriculum aims, which are to develop the ability of pupils in the areas of speaking, listening, reading and writing.

Speaking and Listening

Pupils will be required to show in a series of spoken tasks that they can: recount personal experiences; share and exchange ideas and views; do an individual presentation; participate in role play; participate in group discussion; be aware of the need to vary the language used to suit the situation and use the grammar and vocabulary of spoken English.

Reading and Writing

Pupils are required to read a range of texts, non-literary and literary, media and information and texts from other cultures. They will study a variety of literary texts and a variety of poetry from different centuries. Figurative language will be taught. They will write creatively adapting their style to a variety of forms, as well as analytically and discursively. Comprehension, summary and comparison skills will be developed. Pupils are encouraged to use ICT and to redraft their writing. Grammar and punctuation rules will be taught and reinforced.

Presentation

In addition, they will be required to spell common words, write in a cursive style, and present finished work clearly and accurately.

Homework

Homework is set twice a week. It should be handed in promptly and checked for spelling and grammatical errors. Pupils should use homework to consolidate work done in class as well as to assist their individual learning, for example by wider reading and research, and extended writing. It should also be used to build up their resilience; they should persevere when faced with demanding tasks.

MATHEMATICS

In Year 7, the girls are in sets, based on their ability and results from Year 6 examinations. They use Maths Frameworking 1.1, 1.2 or 1.3 and each chapter is assessed using the review questions at the end, along with classwork and homework, to determine the extent of their knowledge and understanding.

Topic areas covered:

- Using numbers
- Sequences
- Perimeter, area and volume (*Perimeter and area*)
- Decimal numbers
- Working with numbers
- Statistics
- Algebra
- Fractions
- Angles
- Coordinates and graphs
- Percentages
- Probability
- Symmetry
- Equations
- Interpreting data
- 3D shapes
- Ratio

Pupils in this year group build on the Mathematics learnt at Key Stage 2. These topics, and the work from Key Stage 2, are examined in May/June.

Italics indicates only in Book 1.1.

Homework

Pupils will be given two homework tasks each week. The tasks will be varied and will include exercises supporting and reinforcing class work, investigative problem-solving and occasional research. They will be designed to take 20 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. It is vital that pupils attempt to complete every task. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to present their work neatly and think about the layout of their solutions. These factors will be considered when the work is marked. Their methodology should be clearly shown.

SCIENCE

In Year 7, all pupils study the three separate sciences. The curriculum is designed to build on the knowledge gained at KS2 and to encourage independent thinking. The course broadly follows the National Curriculum but, in many cases, the work is taken to a higher level. In addition, pupils develop their ability to plan, carry out and evaluate their own experiments. They also develop their ability to obtain and analyse information relating to topical issues and draw their own conclusions.

Pupils must provide lab-coats for all practical lessons; otherwise, they will be unable to take part.

BIOLOGY

Pupils study the following topics:

- Cell structure and function
- Levels of organisation
- Movement – the skeleton, joints and muscles
- Interdependence – food chains and webs, competition
- Reproduction in plants
- Variation
- Human reproduction

CHEMISTRY

Pupils study the following topics:

- An introduction to chemistry and hazard awareness
- Particle model
- Separating mixtures
- Acids and alkalis
- Metals and non-metals

PHYSICS

Pupils study the following topics:

- Speed
- Gravity
- Electric circuits
- Energy resources and the transfer and conservation of energy
- Waves, including sound and light waves

Homework

Pupils will be given one homework task per science each week. The tasks will be varied and will include research, accounts of experiments, worksheets, revision etc. They will be designed to take 20 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. Occasionally, pupils will be asked to complete an extended task over a few weeks. It is vital that pupils attempt to complete every task and show evidence of this, even if something seems challenging. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to use their own words, present their work neatly and think about their spelling and grammar. These factors will be taken into account when the work is marked. Pupils should also get into the habit of proof-reading their work before it is submitted for marking, as this will be a vital skill at GCSE.

COMPUTER SCIENCE

Computer Science is a compulsory subject for pupils during Key Stage 3. Lessons contain a mixture of Digital Literacy, Information Technology and Computer Science – including coding.

All pupils sit an external examination - OCR Functional Skills in ICT - during Year 9. Computer Science is then offered as a GCSE option at Key Stage 4.

The Scheme of Work is continually evolving owing to the rapid changes in technology and its use. We aim to deliver a vibrant and cohesive Scheme of Work that is topical and relevant and fits the needs of our pupils.

Topics that will be covered in Year 7 during 2021-2022 may include:

- ✓ Effective and safe use of the Internet
- ✓ Creating an interactive spreadsheet quiz using Microsoft Excel
- ✓ Computer networks and the Internet
- ✓ History of Computing and Cryptography – including Bletchley Park
- ✓ Introduction to binary numbers
- ✓ Web design using html
- ✓ Computer coding using Python
- ✓ Mobile technology and apps

Computer Science lesson material will be available on Microsoft Teams. Office 365 will be used during lessons and the resources will also enable girls to catch up with work at home in the event of a lesson being missed for any reason.

MODERN FOREIGN LANGUAGES

In Year 7, French, Mandarin and Spanish are given equal weight within the school timetable. Some pupils, for whom three languages are too much, will have one extra lesson of French and one extra lesson of Curriculum Support, instead of Mandarin.

FRENCH

French lessons are mainly conducted in the target language. Girls are expected to develop the skills required for clear communication as well as gaining an insight into life in the French-speaking world. "Studio 1" is currently used in Year 7 and the following areas are covered:

- Personal information
- School
- Leisure
- Where they live
- Holidays

All girls should have their own small French-English dictionary for work in class and at home and should bring it to every lesson.

Homework is set once a week. Work is expected to be set out neatly with the date and title in French. All work should be checked carefully for spelling and syntax mistakes before handing in. Typical tasks include a short piece of writing, grammar exercises, a page from their workbook, learning vocabulary for a spelling and comprehension test or memorising a presentation to deliver to the class. These are all very important to their language learning. The work will be based on the most recent lessons and provides an opportunity to consolidate a child's learning. Most girls will be able to complete the tasks independently and are expected to use their own resources (textbook, dictionary) to achieve the required accuracy.

In September, Year 7 pupils spend a week in Normandy, doing a variety of activities instructed entirely in French.

The use of translation software in school or at home is strongly discouraged, as it does not help the girls learn and it produces largely inaccurate French.

SPANISH

Year 7 girls study Spanish for two lessons per week as an introduction to the language and all lessons are conducted mainly in the target language. They learn to talk about numbers, colours, days of the week and months of the year. They learn to talk about their family, describing people, their personality and physical features, personal likes and dislikes. The lessons focus on providing a grounding in basic grammar and building confidence in speaking.

Homework is set once a week. Work should be set out neatly, with the date and title in Spanish, and should be checked thoroughly before handing in. Most girls will be able to complete the tasks independently at this early stage.

MANDARIN

In Year 7, the pupils will continue to study Mandarin for two periods each week. Girls are expected to make their own flashcards for revising new vocabulary and practice writing Chinese characters at home.

The topics covered in Year 7 include:

My family and pets, describing my house and rooms, numbers up to 100, days of the week, telling the time, birthdays, countries and nationalities, colours, body parts, things in the schoolbag, and Chinese festivals.

Homework is set once a week. Work is expected to be set out neatly with the date and title in Mandarin. Girls need to be organised, always complete their work fully and make sure that they hand in their homework on time.

Mandarin resources and useful web links are available on Teams.

GEOGRAPHY

In Year 7, girls develop their knowledge of the world around them and explore how the different types of Geography link together. They look at Physical, Human and Environmental Geography topics and develop geographical skills in areas such as map reading, photographic analysis, field sketching and data handling. They carry out fieldwork in the local area.

Topics studied include:

- The main features of the UK, both physical and political
- The local area
- Settlement patterns and the site and situation of towns. Land use models and city functions are also studied.
- Ordnance Survey Map skills
- The water cycle and the river basin cycle
- Flooding – focusing on either Bangladesh or a UK example.
- The weather and weather systems

Homework will be set weekly although some tasks may extend over several homework slots and girls will need to organise themselves so that they have time to complete the task.

Some tasks may involve research using the internet or other sources and girls will be expected to write up their research in their own words. Word processed work should always be printed off at home in advance of lessons.

Girls should develop the habit of checking their work for spelling and grammatical errors and will be given a vocabulary check list to help.

HISTORY

During Year 7, the aim is to develop historical knowledge covering two Core Studies. Pupils begin by looking at Britain in the period 1066-1450, with a supplementary unit on a pre-1066 study and complete the year by studying the 'The Making of the United Kingdom, 1500-1750'. Furthermore, it is hoped to build on the work covered in KS2, to develop the historical skills of dealing with the nature of evidence and assessing its utility in the context of specific historical problems. Discussion is vital and girls are encouraged to express themselves clearly and cogently, while taking on board the views of others. Extended writing, creative work and the use of ICT are encouraged.

Topics studied include:

- What is Chronology? – skills in History
- Pre-1066 study
- The Norman Conquest and how William the Conqueror maintained control, including his use of castles, the Feudal System and the Domesday Book
- Problems which faced the Medieval Kings, including studies on Henry II and Thomas Becket, King John and Magna Carta, and King Richard II and the Peasants' Revolt
- Life in Medieval England for the ordinary person.
- Renaissance and the Reformation in Europe.
- The English Reformation and Counter Reformation, Henry VIII – Elizabeth I
- The causes and events of the civil wars throughout Britain
- The Restoration
- Society, economy and culture across both periods: for example, work and leisure in town and country, religion and superstition in daily life, medicine and disease, theatre, art, music and literature.

Homework

- Sometimes an extended piece of homework may be given which would be completed over two or more allocated homework slots, depending on the nature of the task. Pupils are expected to organise themselves so that they do not leave such tasks to the last minute but plan their time accordingly.
- Pupils are expected to read through their work prior to handing it in, and to review spelling, punctuation and grammar in accordance with the marking.

RELIGIOUS STUDIES

The teaching of Religious Studies provides spiritual, moral, social and cultural development.

In Year 7, pupils are encouraged to consider their own values, beliefs and ideas, as well as those of others. They study the origins of religion and then discuss Christianity, including its history, teaching and liturgy. Girls will also study the origins of the main festivals of the Christian year. Discussion and questioning are promoted in lessons in order to develop spiritual growth, reflection and self-expression.

The topics studied include:

- The Bible - The content of the books in the Old and New Testaments.
- The Christian Year including Advent, Christmas, Epiphany, Lent, Easter, Ascension and Whitsun.
- Christian beliefs and life-style, including Christian inspirations and Christian charities.

All girls require a copy of "The Good News Bible". This will be used throughout their time in the School.

CLASSICS

All pupils in Year 7 study Latin and Classical Civilisation. The pupils have one lesson each week. As well as being worth learning for its own sake, Latin provides them with knowledge of grammar and improves vocabulary. Therefore, it not only supports English teaching but also develops a sound basis for the learning of Romance languages. Classical Civilisation helps with their understanding of how the Romans lived and were able to create and maintain an Empire. We use an interactive course which quickly enables pupils to read Latin with confidence and also gives them insight into life in the early Roman Empire.

The topics studied in Latin include:

- An introduction to the context of Latin, the elementary rules of translation and the structure of Latin language
- Vocabulary
- The nominative and accusative, singular and plural
- The present tense

The grammar is introduced slowly and reinforced through the reading of many stories, which support the background topic.

Roman civilisation topics include:

- Roman houses and daily life
- Women at work
- Rome in AD64 and later expansion
- The forum at Rome
- The foundation of Rome: Romulus and Remus

Pupils will be given one homework of 20 minutes each week. The tasks will be varied (translations, learning vocabulary and grammar, reading comprehensions, research, historical projects, etc.) and they aim to develop independent study. Pupils should develop the habit of checking their work for spelling and grammatical errors.

There are resources, worksheets and web links in Teams, designed to reinforce the material studied in class.

TEXTILES

Pupils in Year 7 study textiles for three lessons each week, for a term and a half. The other half of the year is spent studying Food and Nutrition.

The girls are introduced to the 'Design and Make' process, through the designing and making of a cushion, using the techniques of patchwork and applique. Pupils are expected to purchase fabrics and components for their cushions after their first lesson.

They develop the following skills:

- Planning a task
- Accurate measuring and cutting
- Hand sewing
- Embroidery
- Use of the sewing machine.

Safe working procedures are an integral part of the course.

FOOD

Food is taught for three lessons each week, which is grouped together and carried out as one session. The subject is taught on a term and a half rotation, with one half of year 7 studying Food with the other in Textiles, before they then swap over.

In Food the pupils will carry out a number of practical tasks which introduce them to a variety of culinary skills. In year 7 these skills include; pasta making, the 'rubbing in' method, knife skills and bread making to name a few. Theory work is focussed on teaching a variety of elements appropriate to cooking such as; health, safety and hygiene in the kitchen, dietary requirements and the science of ingredients and processes.

Practical tasks include:

- Pasta making
- Scones
- Vegetable soup
- Bread Making
- Pizza
- Cakes

Pupils will be expected to provide the majority of their ingredients for practical tasks, with some difficult to transport items being provided (eggs, oil etc) for a small fee. They will be given a practical demonstration of the dish in one lesson and will be expected to bring in the ingredients to make it the next. This will mean that they will have a week's notice to buy ingredients. In addition to ingredients, pupils will be expected to bring in a suitable container so that they can take their food products home.

MUSIC

The Year 7 curriculum aims to develop pupils' listening, performing and composing skills. During the first two terms, pupils will extend their understanding of the musical elements, applying what they have learnt to composing and listening tasks. This will include writing original pieces in the style of a Waltz and Tango. In the Summer Term, pupils will learn about 'Programme Music' and 'The Blues'.

Autumn Term: Melody, Harmony (Chords) and the Waltz

Spring Term: Texture, Timbre and Tango

Summer Term: Programme Music and The Blues (*2021 – Samba*)

Each term will aim to build on the previous term's learning, whilst introducing the new elements of music. Pupils will also cover Tempo, Pitch and Dynamics in each topic.

During the Autumn and Spring Terms, pupils will broaden their understanding of the elements of music through the following genres:

- The Western Classical Tradition
- Film and Television
- Jazz and Blues
- Rock and Pop
- World Music

Pupils will also have the opportunity to take part in choirs, orchestras and other ensembles as well as taking part in school-based workshops.

ART

As the girls progress through the school, they will acquire an appreciation of Art, accumulate a wide range of experiences and skills and develop a practical artistic vocabulary enabling them to work with greater independence.

The work that Year 7 will undertake includes: observation drawing and painting, studies of artists, printing techniques onto different surfaces, collage and mixed media. The girls may also make papier-mâché sculptures, work in clay, experiment with pastels and wax-resist, use fabric painting techniques and use stencils and templates that they have designed. Computers and I-pads will be used for design and production, including a project using the 3-D printer. Photography will be encouraged as a method of collecting research and developing ideas.

Each term the pupils will be working to a theme, and projects and outings may be arranged with other departments to develop cross-curricular links. There will usually be a visit to a gallery during the Autumn Term to link to the first project.

There is the opportunity to attend Art Club as an extra-curricular activity and to be involved with productions that take place during the year.

DRAMA

In Year 7, pupils have two lessons of drama each week and the following themes / topics are studied:

Autumn - Witches and Halloween, and Group Scripted Assessments

Spring - Masks and Mime

Summer - Murder Mystery Plays and practical examination pieces (monologues)

There are many opportunities within the year for individual and group work, as well as both scripted and devised performances. Primarily focusing on performance work, there are also chances for the girls to experience and build on technical and backstage skills within the Year 7 drama course.

The overall objectives for the year are:

- 1 To develop organisational skills;
- 2 To increase the pupils' knowledge and experience of performance skills;
- 3 To extend levels of confidence in vocal and physical ability;
- 4 To increase knowledge of technical staging and theatre vocabulary;
- 5 To promote good rehearsal technique, both independently and in groups.

Assessment:

- 1 There will be a Group Scripted Assessment in the Autumn Term.
- 2 An examination is held in the Summer Term, which consists of a practical and written paper (50% each). A monologue is performed for the practical examination on the Pritchard Hall stage.
- 3 The girls are also formally assessed on a termly basis and given the opportunity to complete a self-evaluation form at the end of each term.

All pupils have the opportunity to take part in the annual Senior Production.

Tuition provides the foundation and basis for GCSE Drama.

PHYSICAL EDUCATION

In Year 7, the pupils are taught across a range of activity areas. Each activity area will bring with it different qualities, skills, rules and tactics. The pupils will also be taught about the importance of physical health and well-being. The focus will be on participation, progress and developing confidence. They will enhance their individual skills and learn how to apply them to competitive situations. The pupils will develop their teamwork, communication and resilience. We will start the year off exploring the core sports, in which they will have opportunities to represent the school and compete in regular inter school fixtures throughout the Autumn and Spring Terms. In the Summer Term we will look at the sports they can compete in, in that term including preparing for Sports Day! There will be opportunities for the pupils to further progress their knowledge and understanding in lunchtime and after-school clubs. We enter local leagues as well as friendly fixtures and district competitions. Some girls go on to represent the area and Hampshire from the district competitions in the relevant activities.

The following table is a guide to the activities that will be covered:

AUTUMN TERM	SPRING TERM	SUMMER TERM
Netball Hockey Football Basketball	Netball Hockey Football Basketball Gymnastics Health & Fitness Cross Country	Cricket Rounders Athletics Tennis

PERSONAL, SOCIAL AND HEALTH EDUCATION

The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

In year 7 the course covers

- Transition to secondary school and personal safety in and outside school, including first aid.
- Careers, teamwork and enterprise skills, and raising aspirations.
- Diversity, prejudice, and bullying Health and puberty.
- Healthy routines, influences on health, puberty, unwanted contact, and FGM.
- Building relationships, self-worth, romance and friendships (including online) and relationship boundaries.
- Financial decision-making, saving, borrowing, budgeting and making financial choices.