



Northampton School *for Boys*

Year 7 September 2022
Subject Summary
and Guidance to Parents



Subject Summaries and Guidance to Parents

The following information is designed to provide you with a brief outline of the subject content studied by Year 7 students, including ways in which you can support your son in the work that he completes at school and home.

For each subject:

- Students will be given details of the units they will study at the start of the year or beginning of each term.
- Subject teachers will explain at the beginning of the year how class work and home learning will be marked and assessed.
- Students will be informed about formal assessments and given notice to revise for them.
- Where necessary, students will be directed to the relevant extranet subject areas for home learning. Please be aware that these sites are under constant development and web links may change over time.
- Students will be shown how to access the extranet using their user number and password.
- For those subjects using on-line testing, students must check their password for entry e.g. Science.
- Home learning is set in all subjects. Students must ensure that they record clearly details of the task and the date it is due in, as detailed on Northampton School *for* Boys Virtual Learning Environment (VLE).
- The marking of books and written work will be completed in a variety of ways. In addition to teacher assessment, students may be asked to self-assess work or peer mark the work of others using marking schemes and guidance. This has proved to be an effective way to aid assessment for learning.
- Please be aware that many staff teach over four hundred students during the course of a week and it is not always possible to mark every book every week. The completion of home learning is checked at some point during the lesson and is assessed using one of the methods outlined above. Students may be asked to feed back to the class the research they have conducted on an individual or group basis.

English

Background/Aims

In Year 7 all students follow a scheme of learning designed in three topics, each of which develop skills in writing, reading and speaking and listening. These introduce the reading and writing skills required at GCSE. Students will also develop their reading and literacy skills through the Accelerated Reader program.

Term	Scheme/Unit	Outline	How to support your son
1 -2	Heroes from the Past	Students will begin the year by focusing on their reading skills. They will engage with a number of creation stories from different cultures, including Greek and Norse mythology. Students will then read Morpurgo's translation of the Old English text 'Beowulf' and end the term by creating their own heroic tale in 'Escape from Kraznir'.	You can support your son by encouraging him to read other fiction books that focus on the themes of heroism or adventure e.g. 'Usborne Book of Greek Myths' or the Artemis Fowl collection. If your son needs additional support in developing his written accuracy, we recommend the CGP 'Spelling, Punctuation and Grammar for KS3' workbook.
3-4	Medieval Literature	Having studied an Old English text in terms 1-2, students will now focus on texts originally written in Middle English. Students will be given the opportunity to engage with a range of stories from Medieval Literature, including Arthurian legends, 'Sir Gawain and the Green Knight' and stories from 'The Canterbury Tales'. Students will end the unit by taking part in a story writing competition similar to that in 'The Canterbury Tales'.	You can support your son by encouraging him to engage with Medieval history. We have a fantastic selection of non-fiction books in our school library and we highly recommend the 'Horrible Histories' series. You could also support your son's appreciation of the Middle Ages by visiting local museums and heritage sites.
5-6	Shakespeare	Students will end the academic year with a focus on Early-Modern English and the works of William Shakespeare. Students will engage with life as it would have been in Elizabethan England before reading 'A Midsummer Night's Dream'.	You can support your son by encouraging him to read some of Shakespeare's other plays. There are some wonderful translations into modern English available in the school library. We also recommend Michael Rosen's 'What's So Special About Shakespeare' and the BBC Bitesize pages on 'A Midsummer Night's Dream'. You could also watch the BBC animated tales, available on YouTube, with your son.
1-6	Accelerated Reader	Students will spend one English lesson per week in the library. In addition to reading in this lesson, students should read for 20 minutes at home every day. We ask that students carry a reading book – fiction or non-fiction – with them at all times.	You can support your son by discussing the book he is reading; this will aid his recall and understanding. You could also visit your local library or bookstore regularly.

Mathematics

Background/Aims

Term	Scheme/Unit	Outline	How to support your son
1	<p>Number 1</p> <p>Algebra 1</p> <p>Shape and Space 1</p>	<p>BODMAS. Multiplication and division by powers of 10. Non-calculator arithmetic. Directed numbers for addition and subtraction</p> <p>Collecting like terms. Simple substitution. Multiplying out brackets.</p> <p>Angle properties of triangles and quadrilaterals. Angles and Parallel lines. Basic angle facts.</p>	<p>https://www.mathsgenie.co.uk/gcse.html</p> <p>https://hegartymaths.com/</p> <p>https://www.mymaths.co.uk/</p>
2	<p>Number 2</p> <p>Algebra 2</p> <p>Shape and Space 2</p>	<p>Fractions, decimals and percentages</p> <p>Introduction to concepts.</p> <p>Adding/Subtracting/Multiplying/Dividing fractions.</p> <p>Solving simple equations</p> <p>Construction of triangles using compass and ruler. Perpendicular bisector of a line and bisector of an angle.</p>	<p>http://www.mathopenref.com/</p>
3	<p>Handling Data 1</p> <p>Graphs 1</p>	<p>Collecting and displaying data</p> <p>Qualitative and discrete quantitative data</p> <p>Stem and leaf diagrams, bar charts and pictograms</p> <p>Co-ordinates in the 4 quadrants.</p> <p>Simple straight lines. Practical graphs.</p> <p>Sets 1/2: Work on $y = mx + c$</p>	<p>https://www.geogebra.org/classic?lang=en</p>
4	<p>Handling Data 2</p> <p>Number 3</p>	<p>Averages and spread. Probability</p> <p>Mean, mode, median and range of non-tabulated data</p> <p>Experimental probability and single events</p> <p>Primes and squares (possibly triangular)</p> <p>Simple sequences such as $4n - 1$</p> <p>Indices with positive integers only-using a calculator</p>	<p>www.nrich.maths.org</p>

5	Shape and Space Number 4	Mensuration of polygons and circles Angle properties of polygons Circumference of circles including concept of pi. Area of a circle. Applications such as finding a percentage and percentage change	
6	Number 5 Algebra 3	Ratio and proportion Forming and using equations	

Additional Information

Examples of the type and level of work are available on the student intranet. This will feature detailed examples of the type of questions in each topic and will be particularly useful for parents wishing to support their sons in their revision and preparation for termly assessments.

Assessments

Common test during the second week of term 1.

Termly assessments.

End of Year exam in term 6.

Setting

Students are set according to NSB School Policy in Year 7. Students' progress is monitored and set changes will ensure students are in the most appropriate group according to their ability.

Science

Background/Aims

Science is a core subject requiring four lessons per week in Year 7 and 8 and five lessons in Year 9. We use Oxford University Press resources. This course is written to the new KS3 syllabus and will prepare students for the rigour of the Science GCSE.

Pupils have on-line access to the Activate Textbooks used in school along with many other electronic resources which are hosted on the Kerboodle platform accessible from home. Login details will be provided when pupils begin the course.

The course covers the four main areas of science – Biology, Chemistry, Physics and Earth Sciences. The course is split into topics with a test upon completion, which forms the basis of the termly report.

There is a significant element of practical work using Bunsen burners and other potentially dangerous equipment which means that safe and sensible behaviour is expected at all times. Some practical sessions are extended as investigations.

Term	Scheme/Unit	Outline	How to support your son
1	Working Scientifically	Build skills in asking and investigating scientific questions.	Kerboodle activate 1 p14-24
	Body systems	Explore the human body, including mechanisms for movement and breathing.	Kerboodle activate 1 p26-38
2	Cells	Learn about the different parts of a cell and observe them using microscopes.	Kerboodle activate 1 p14-24
	Reproduction	Understand the scientific basis of reproduction in plants and animals.	Kerboodle activate 1 p40-56
	Particles	Explore the changes that occur when a substance changes from a solid to liquid to gas.	Kerboodle activate 1 p60-74
3	Elements and compounds	What is stuff made of? Discover the atom and explore what makes up matter.	Kerboodle activate 1 p76-84
	Reactions	Investigate the changes that take place during chemical reactions.	Kerboodle activate 1 p86-98
	Acids and alkalis	Explore what happens when acids and alkalis are mixed and understand how to investigate if a substance is an acid or alkali.	Kerboodle activate 1 p100-108

4	Forces	Learn about the forces that keep you from falling through the floor and allow astronauts to stand on the moon.	Kerboodle activate 1 p112-122
	Sound	Understand how sound waves travel and how our ears allow us to hear.	Kerboodle activate 1 p124-134
5	Light	Contrast light waves to sound waves and investigate reflection and refraction.	Kerboodle activate 1 p136-146
	Space	Discover the wonders of the solar system, learning about the planets and the moon.	Kerboodle activate 1 p148-156
6	Health	Learn what makes up a balanced diet and how our bodies digest the food we eat.	Kerboodle activate 2 p4-20

Additional Information

To check learning and understanding, key worksheets, glossaries and revision resources can be found on the VLE. The Activate textbook contains a useful summary for each section and end of chapter questions.

Design Technology

Background/Aims

At Northampton School *for Boys*, students in Year 7 study Design Technology for a double lesson per week. Students work in mixed ability groups and rotate around six modules over the year. Home Learning is set regularly comprising of tasks that complement and reinforce the learning in the classroom or workshop. In addition, each module has a Core Home Learning task that develops key skills in the subject. The use of ICT in Design Technology is very important therefore students start to learn to use industrial standard Computer Aided Design Software and explore modern Computer Aided Manufacturing processes.

Projects are knowledge led but also develop a wide range of practical skills offering opportunities to:

- Develop designing and making skills
- Increase knowledge and understanding of materials and components
- Nurture creativity and innovation through designing and making
- Explore existing products and the impact of effective design on social and moral values in society, Britain and beyond.
- Apply knowledge from other areas of the curriculum

Term	Module	Outline	How to support your son
1	Computer Aided Design (Tech Soft 2D Design Tools v2)	Students learn basic CAD skills. They learn how to basic shapes and understand the advantages and disadvantages of CAD. They use these skills to design and manufacture a small plastic-based product that is designed to include an Artist influence. They develop their skills using CAM equipment including Sublimation Printing and the Laser Cutter.	Students will be asked to complete a range of tutorials, available on the VLE, teaching them the basics of using CAD. It will be helpful if your son has a PC with a Windows operating system at home to be able to access the VLE and use CAD software.
2	Graphics	Students develop a range of traditional graphical skills including isometric and perspective drawing, 3D crating, ellipses, orthographic composite drawing and material rendering techniques.	Students will use the skills they have learnt to design a range of products in Design Technology. It is important that your son brings the correct drawing equipment and colouring pencils to lessons.

3	Introduction to the Workshop	Students will be inducted into the woodwork shop and shown how to use a range of tools, machinery, and equipment correctly and safely. Students will then apply this knowledge to make a phone stand out of timber.	Student will be asked to solidify their Health and Safety knowledge through written tasks and online quizzes. Students will require an apron, pencil and basic drawing equipment.
4	Food	Students learn basic Food Hygiene and the safe use of tools and equipment in a kitchen environment. Students produce a range of healthy dishes to take home.	Students will be asked to plan recipes. It would be helpful if you could plan, prepare and cook meals with your son.
5	Game controller	Students learn about product evolution and ergonomic design. Students develop their designing skills to come up with new concepts for familiar products with a user in mind. Students develop their skills via card modelling and further prototyping.	Students will learn core skills used throughout their KS3 and KS4 learning in areas such as, user centered design, prototyping, how to conduct a product analysis and applying ergonomics knowledge to a range of products both in class and through extended learning tasks.
6	Pencil case	Students learn the importance of colour theory and typography and apply their knowledge to create their own logo. Students manufacture a durable pencil case which they brand with their logo to use at school.	Students will be asked to manufacture with accuracy. It would be helpful to discuss with your son measurement conversion from CM to MM and how accuracy leads to quality.

Additional Information

Students will be provided with a folder to keep their work in whilst at school. Students will require an A4 folder to keep work neat and tidy in their school bag. It is essential that students have drawing equipment and colouring pencils to enable them to produce quality work in lessons and at home.

Computer Science

Background/Aims

- Understanding basic programming techniques;
- Developing ideas and making things happen;
- Modelling information;
- Reviewing, modifying and evaluating work as it progresses.

Term	Scheme/Unit	Outline	How to support your son
1	Introduction & Animation	Understanding the school network & creating an animation themed around e-safety.	Discuss the importance of organization along with building upon concepts of e-safety covered in primary school.
2	Myth Busters Research Skills	Using the Internet to search effectively and evaluate sources.	Discuss the importance of verifying information and not just taking it at face value. Demonstrate how to search safely online.
3	Scratch Programming	Using instructions and sequences to create animations and games.	Discuss the importance of completing instructions and tasks in an order.
4	Modeling Information	Developing spreadsheets to be used as models, using formulas and functions.	Discuss the effect of changing variables in a situation to provide different outcomes.
5	Binary & Ciphers	To understand the use of different number systems and how they can be used to encrypt data.	Discuss the importance of privacy when communicating and how ciphers can be used to scramble messages.
6	Computer Logic	Using logic to solve problems in a structured manner.	Discuss how to solve problems in day to day life and the importance of breaking down a problem into smaller, more manageable problems.

Modern Languages

Background/Aims

Year 7 students will be studying one language to GCSE. The first term will consist of either consolidating prior knowledge from primary school, or, if the language is new to the pupil, going over the core fundamentals of the language, such as introductions, numbers, birthdays, accents and the alphabet.

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Module 1		Module 2		Module 3	
French	Personal identity		School and free time		Holidays & interests	
German	Personal identity		School and free time		Holidays & interests	
Spanish	Personal identity		School and free time		Holidays and local area	

Core knowledge

As well as learning the relevant vocabulary for each topic at the end of Year 7, we will heavily focus on speaking and confidence with approaching and retaining core elements for a foreign language. All students should be able to identify and confidently use common grammatical terms in English and in the target language. This knowledge is essential as the foundation to developing language awareness and will also be beneficial to students in their use of English grammar. Each unit of work is designed to allow pupils to answer a key question in the target language. The title of the unit of work is the key question and these questions will form the bases of speaking and writing assessments later in the year.

How you can help

The topics in Year 7 are designed to broaden students' knowledge of themselves and the world around them, whilst learning a foreign language. Talking to your son about the topics he is studying, encouraging him to research and ask questions about things he has not understood, and reassuring him that the aim of the language course is about building on prior knowledge; will all help his confidence as a language learner. Pupils are provided with Knowledge Organisers for each unit of work studied in Year 7. These Knowledge Organisers have the core vocabulary and key grammatical points for each unit of work. They also have a number of activities that pupils can complete independently to revise key material and also extend their knowledge beyond what is taught in the classroom. The Knowledge Organisers, PowerPoints used in class and extension worksheets are all stored digitally on our Virtual Learning Environment for pupils to access and refer to all year round.

Equipment

- Ruler
- Blue, black and green pens
- Highlighter

Home Learning

Home Learning consists of a mixture of:

- Revision of core vocabulary
- Self-marking, low stakes vocabulary and grammar tests
- Extended pieces of writing
- Answering key questions
- Completing supplementary worksheets focussing on core skills

Useful Websites

www.quizlet.com

The school's Virtual Learning Environment (VLE)

Geography

Background/Aims

Each student will have two lessons of Geography each week in Year 7.

By its nature Geography is a living subject. It is about what is happening in the world and the forces both physical and human that help shape it. Geography helps us to understand our world. It is about people and places; where and how we live, and perhaps most importantly it is about change. We are all part of this changing world.

With that in mind, it is important that you help your son become aware of current news items; talk and discuss them. Describe any connections with ourselves. Share newspaper articles, television programs and websites. Keep your eyes open and look around, change is happening all around. Assess whether the change is good or bad. Use Northampton as your starting point.

Term	Scheme/ Unit	Outline	How to support your son
1	A) Baseline Assessment B) Map Skills	How much do I know already? The boys all come from different schools. We like to assess their geographical knowledge at the start of the year. Map Work. Map symbols, 4 and 6 figure grid references, contour lines, scale, maps and photographs.	Have a look at familiar places with Geography in mind. OS maps and Satellite images of places. Start using useful websites such as: www.mulitimap.co.uk www.google.earth
2	C) Map Skills D) Local Place Detectives	Map Work. Map symbols, 4 and 6 figure grid references, contour lines, scale, maps and photographs. A project looking at the catchment area of the school. Combining geographical skills with local study.	Start using OS maps and online maps to help plan routes for days out. Identify where NSB is in the town. Investigate where it is in comparison to other areas of Northampton.
3	E) Life in Brazil	The study of large scale biomes in Brazil, with a focus on the Tropical Rainforests. Who uses these forests and the damage being done to them. A look at the population of Brazil, the cities and culture.	Start with research on the tropical rainforests, how people use them and the threats that they face. Research the Favellas of Brazil.
4	F) River and Flooding	The study of river features and processes.	Look out for features of rivers.

5	G) Rivers and Flooding	The causes and impact of flooding on people, places and the environment. How flooding can be prevented.	Listen out for news items about rivers and flooding. Look for flood marks by rivers. Look for images of Northampton flooding.
6	H) People, places and settlement	Understand how and why places have become established where they are. A study on the past, present and future of Northampton.	Identify the old and new parts of places. Ask questions about how and why these places have changed. Think about place and street names.

Additional Information

Pupils' Progress

Pupils record their Effort Grades and Working At Levels in their exercise book.

Each student will have a personal target sheet in their exercise book where they will record their score, grades and personalized learning targets.

Pupils will use green pen to show how they can improve their classwork and homework.

History

Background/Aims

Within the History department at NSB we recognise the importance of history both as an academic discipline as well as an important basis for their life outside of education. The department is committed to creating inquisitive, resilient students who question source material, arrive at substantiated judgements and have a broad understanding of the chronology of History. Moreover, we aim to demonstrate how the world we live in has been shaped by the past.

Each student will have 2 lessons of History each week in Year 7. Over the next three years' student will study a wide span of History from early medieval to modern day, as well as covering a range of key concepts, skills and issues.

Through these essential ideas and skills, the History department endeavours to excite the students and encourage their curiosity about the past and foster a love of learning. Ultimately, it is our aim to develop transferable skills such as analysing, communicating and critical thinking, as there are very few jobs that do not require these skills.

Student's progress is monitored closely across the school and we actively encourage them to become independent learners who take responsibility for their development within the subject. Within History each student will receive a Minimum Achievement Grade and a Target Achievement Grade which they will be able to measure themselves against throughout the year.

Pupils' work will be marked by their teacher in red pen and they will respond to feedback in green pen to demonstrate that they have understood the feedback given and any targets for improvement, ultimately creating an active dialogue between the class teacher and the student.

Term	Scheme/Unit	Outline	How to support your son
1	Vikings and the Norman Conquest	<ul style="list-style-type: none"> • Introduction of key historical skills • Who were the Vikings? • Why did Harold Godwinson take the throne? • What happened at the Battle of Hastings 	www.bbc.com/educationalclips https://www.historyextra.com/period/viking/a-brief-history-of-the-vikings/
2	Changes to England under William the Conqueror	<ul style="list-style-type: none"> • The introduction of the Domesday Book • How did William utilise castle building to keep control • What was the Feudal and how did that change England? • Case Study: Siege of Rochester Castle 	https://www.ducksters.com/history/middle_ages/william_the_conqueror.php https://www.youtube.com/watch?v=-Kn320EvjS0 https://ks3historyhelp.weebly.com/
3	Crusades, religion and the Islamic World	<ul style="list-style-type: none"> • How important was religion in the Middle Ages • Why did people go on Crusade? • What was the impact of these conflicts on Islam and Christianity? 	https://www.bbc.com/bitesize/guides/zjbj6sg/revision/1

4	Social change and rebellion within England	<ul style="list-style-type: none"> • Why did the Plague arrive in England? • What was the impact of the Black Death? • What happened during the Peasant's Revolt? 	https://www.historylearningsite.co.uk/medieval-england/peasants-revolt/
5	The 100 Years' War and the Early Tudor Dynasty	<ul style="list-style-type: none"> • What caused the 100 Years' War? • Case Study: Battle of Agincourt • What was the impact of Joan of Arc? • How did the Tudors take the throne? 	https://ks3historyhelp.weebly.com/the-hundred-years-war.html# https://www.ducksters.com/history/middle_ages/hundred_years_war.php
6	Henry VIII and the Break with Rome	<ul style="list-style-type: none"> • Why did Henry VIII Break with Rome? • How did the Break with Rome impact England? • Does Mary I deserve her nickname? • How did society change within the Tudor period? 	https://www.bbc.com/bitesize/guides/zrpcwmn/revision/3 https://www.historyonthenet.com/henry-viii-and-the-break-with-rome-timeline http://www.primaryhomeworkhelp.co.uk/tudors/reformation.html

Additional Information

There are 2 clear structures that we adopt when teaching History:

When writing paragraphs:

FOCUS:

The students should start every paragraph by using key words of the question (KWQ) and introducing the topic for that paragraph. Eg *“William the Conqueror won the Battle of Hastings because of effective leadership.”*

EXPLAIN:

The students should then explain whatever point they have made in their opening sentence. Eg *“William was a strong and effective leader which meant that he could inspire his troops to continue, unite his forces behind him and make tactical decisions that would ultimately lead to victory.”*

CONTEXT:

Students should then give a piece of evidence/and example of what they have just explained. Eg *“An example of this leadership is when William ordered some of his men to run away as he they were retreating and this meant that Harold's army followed and consequently broke their shield wall. This meant that William could use his archers to destroy Harold's front line.”*

RECAP:

Students should always finish their final sentence by linking back to the original question. Eg *“This meant that William's tactical awareness helped him win the Battle of Hastings.”*

When analysing sources:

COMMENT:

Students should always make a comment about the source using key words of the question (KWQ). Eg *“The source tells us that William was a brave leader”*

CONTENT:

Students should then pick out a quote or a detail from the source to support the point they have just made. Eg. *“This can be shown by the quote ‘Three horses were killed under him and three times he leapt back up unafraid and continued fighting.’”*

CONTEXT:

Students should then support this quote with some context. I.e., an extra detail that they have that is not in the source that is relevant to the question. Eg. *“In context we know that William was a skilled horseman and had fought in 3 previous battles before this.”*

What will the termly assessments look like in year 7?

They will always be marked out of 20. Below are some examples of the types of questions that they may get asked, although this is not an exhaustive list and question types and marks may vary depending on the particular topics:

- “Describe...” [2 marks]
- “Explain why...” [10 marks]
- “What is the message of this source?” [5 marks]
- “Why is this source useful to a historian [5 marks]
- BOLD STATEMENT. “How far do you agree with this statement?” [18 marks]
- “Outline 3 examples of...” [5 marks]

Students will gain higher marks for doing the following things within their answers:

- Show a deep understanding of the topic being assessed by adding detail to their answers
- Explain the points they make thoroughly
- Link back to the question and make sure everything they say is relevant and articulate
- Stick to the above structures *if appropriate*
- Use linking language between paragraphs and show how one point can lead to another
- Make judgements about ‘main causes

Some useful phrases to include in answers and demonstrate understanding are:

Adding Similar Ideas Together	Cause and Effect	Contrast/Comparison	Interpretation
“In addition to...”	“Therefore...”	“However...”	“This was important because...”
“Also....”	“This meant that...”	“On the other hand....”	This can be shown because...”
“Similarly...”	“As a result of this...”	“Nevertheless....”	“This source suggests that because...”
“Equally....”	“Because...”	“Although....”	
“Moreover...”	“This led to”		
“Furthermore....”			

Key Words used in each topic:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Chronology	Tactics	Saracen	Poll Tax	Agincourt	Reformation
Source	Bayeux	Islamic	Discipline	Homage	Dissolution
Evidence	Tapestry	Jerusalem	Revolt	Aquitaine	Catholic
Consequence	Housecarl	Christians	Pardons	Deposed	Protestant
Artefact	Conquest	Massacre	Mile End	Coup	Pope
Significance	Mangonel	Saladin	Wat Tyler	Crest	Heir
Interpret	Motte and	Mosque	John Ball	Martyr	Martin Luther
Scandinavia	Bailey	Holy	Looting	Captured	Excommunication
Monasteries	Loyalty	Sepulchre	Bubonic	Complacency	Tudors
Danelaw	Villein	Clermont	Pneumonic	Bosworth	Bosworth
Wessex	Feudal	Technology	Flagellant	Lancastrian	Dissolution
Anglo-Saxon	System	Knowledge	buboes	Yorkist	Annulment
Heir	Barbican	Tolerated	Plague	Usurper	Divorce
Lindisfarne	Concentric	Damascus	Zodiac	Conspiracy	Indulgences
Conquering	Siege	Pope Urban	Cure	Archers	Purgatory
	Portcullis	Worship			
	Domesday				
	Palisade				

Religious Education

Background/Aims

Religious Education forms part of the Curriculum for all students in Years 7, 8 and 9 following the Northamptonshire Agreed Syllabus. It is offered as an option in the GCSE curriculum for Years 10 and 11 and is a popular choice with excellent achievement grades. Religious Studies, Philosophy and Ethics is offered at A Level for study in Year 12 and 13.

At Northampton School for Boys we are increasingly concerned with familiarising the students with the principle beliefs and practices of the world's major faiths. We also aim to help them grapple with some of the basic questions that human beings ask and to reflect, in as great depth as they are able, on the experiences that life brings their way.

It is hoped that through their RE studies students will begin to understand that there are questions in life that cannot be answered intellectually or with any certainty and that they may go on asking them in a variety of ways for the rest of their lives. Equally, it is our hope that students develop the ability to understand and respect cultures and ideals that contrast with their own as part of healthy discussion and insight.

Term	Scheme/Unit	Outline	How to support your son
1	What Is Religion?	What types of questions do we ask? Where do we find our answers? What is important to me? What is good proof for our beliefs? Places of Natural Awe and Wonder.	Encourage the boys to ask questions. Discuss current issues and their opinions. Encourage the boys to explain their opinions.
2	Who was Jesus Christ?	Analysis of the events and their meaning. The various roles of Jesus: Teacher, Saviour, Messiah, Role Model. Christian beliefs about Jesus.	Discuss the views of Christianity and their opinions on it. Encourage boys to research different denominations of Christianity and their views.
3	Animal Rights	Do humans have the right to exploit animals. Religious views, both Eastern and Western religions. Uses of animals Vegetarianism and Veganism	Visit a zoo or nature reserve and consider why they operate the way they do. Discuss different views on food considerations. Encourage boys to research religious views on animals
4	Hinduism as a living religion	Is Hinduism a Mon-theistic or polytheistic religion? Hindu understanding of God. Hindu Worship and Rituals. Hindu attitudes to religion. Hindu beliefs put into practice.	Consider ideas of equality and religious diversity. Look at films such as 'Life of Pi' and discuss the questions it raises.

			Encourage boys to see the common features of religions.
5	Buddhism as a living religion	The life of the Buddha. The teachings of the Buddha. How Buddhists live. Meditation and its purpose. The influence of Buddhism in today's world.	Encourage boys to reflect on how our actions affect our lives. Practice mindfulness. Research Buddhism in Northampton.
6	Inspirational Individuals	Concepts of justice and becoming inspirational Martin Luther King, Desmond Tutu, Greta Thunberg, Alan Turin etc	Research Martin Luther King. Discuss types of discrimination. Talk about current issues of discrimination. Visit Bletchley Park.

Art

Background/Aims

This year will provide opportunities for students to learn and develop a number of key skills in Art which will be useful throughout their art education. The schemes are designed to enable students to have fun and be creative whilst exploring a variety of artists, techniques and processes. Throughout the Art course, students will develop their creative thinking skills, ability to problem solve and learn both independently and collaboratively.

Term	Scheme/Unit	Outline	How to support your son
1&2	Formal Elements Project	<p>Students will explore the formal elements of Art to develop their subject knowledge. There will be a particular focus on the development of drawing and painting techniques as well as colour theory. Students will research and analyse the work of artists to support their contextual understanding. Over the course of the scheme, students will learn about:</p> <ul style="list-style-type: none"> • Line • Form • Tone • Texture • Shape • Composition • Facial proportions • Painting techniques 	<p>Be prepared for lessons with the correct equipment (pen, pencil, colouring pencils, rubber, ruler and sharpener). Have access to the internet and ideally a printer for home learning research tasks.</p> <p>Students will get to use a range of media to include:</p> <ul style="list-style-type: none"> • Pencil • Colouring pencil • Pastels • Painting mediums • Watercolour <p>Encourage your son to spend time practising at home in order to develop his technical skills, knowledge and understanding of observational drawing. Regular artistic practice will enable your son to become more accurate in his use of proportion, tone, shading and application of detail.</p>
3&4	Buildings and Perspective	<p>Students will develop skills in one and two-point perspective leading to practical outcomes on the theme of architectural spaces, including 3D and collaborative works. Within this topic, students will develop a range of ideas informed by research into relevant artists and practitioners. Students will continue to learn a range of skills, including:</p> <ul style="list-style-type: none"> • Technical drawing • One-point perspective • Two-point perspective • Line drawing • 3D modelling • Shading 	<p>Provide time and space for your son to practice drawing perspective, ideally from direct observation of architectural features.</p> <p>Looking at your subject</p> <p>The more you look at your subject matter, the better your drawing will be. When you are creating a closely observed drawing, spend more time looking at the object than the drawing itself. Look carefully at:</p> <ul style="list-style-type: none"> • Proportion • Detail and texture • Relationships between objects • Light and shadows

		<ul style="list-style-type: none"> • Texture • Mixed media techniques • Painting • Collage • Composition 	Encourage your son to take photographs to capture interesting buildings and architecture in his local environment, on day trips or over the school holidays.
5&6	Natural World	<p>Students will develop and improve upon their key art skills including printmaking and ceramic work. They will apply their understanding of colour theory and rules of composition through practical outcomes on the theme of landscape in both two and three dimensional pieces. They will reference specific artists to support the development of their ideas. Students will continue to develop and learn skills such as:</p> <ul style="list-style-type: none"> • Direct observational drawing • Mono-printing • Painting techniques • Collage • Ceramics • Digital imagery 	<p>Provide opportunities for your son to practice compositional techniques through direct observation of natural forms.</p> <p>How to practise drawing natural forms</p> <p>Use a view finder, set up a landscape in which to draw or use photograph to get started. Focus on the foreground, middle ground and background to create a sense of distance within the landscape study.</p> <p>To develop these landscape studies, colour can be used in the form of colouring pencils or paint if available.</p>

Additional Information:

- Drawing is a fundamental skill within the Year 7 schemes. It is advantageous for students to practice their direct observational skills by drawing objects in front of them to create an accurate tonal study. Regular drawing practice will enable students to develop their understanding of proportion, shading and accuracy.
- Colour theory plays an important part of the course. We would encourage all students to practice, learn and explore colour theory through experimenting with colouring pencils, pastels or paints to mix colours accordingly.
- Try to encourage participation in the extra-curricular activities at Northampton School for Boys by joining the KS3 Art club, which provides an opportunity for students to work independently and collaboratively on a wide range of projects. These are designed to provide students with the opportunity to experiment with different materials, techniques and processes.
- Every year, we encourage students from NSB to participate in the Royal Academy Young Artist Summer Show alongside additional competitions both in and out of school.
- Visit galleries to gain a greater understanding of artists and designers. By experiencing these first hand, students will gain knowledge of current exhibitions and showcases, which will feed into their awareness of the creative world.
- Encourage the exploration of different materials and processes outside of the classroom, such as using photography and digital media to document subjects that are of interest.

Music

Background/Aims

The schemes of work in Year 7 aim to build our students knowledge and understanding of the musical elements and how they make up Music. Through a range of technology projects and practical music making we aim to build students' confidence in using new terminology and in themselves as performers and composers. Through the topics listed below we also aim to educate students on the wider influence and purpose of music, relating each topic to 'real world' examples of how Music is used and has developed over time.

Term	Scheme/Unit	Outline	How to support your son
1	Musical Elements	This unit looks at the main elements that make up Music and the terminology needed to describe each one. Students undertake listening activities and practical activities to apply these skills.	The best way to support your son is to listen to a wide range of Music styles with him. Ask him to pick out different elements and to try to describe the sounds he can hear.
2	Singing and Notation	This unit teaches the students how to read standard Western Music notation. This is taught by theory and practical singing lessons. During this term, students that show an aptitude for singing are selected to perform in the Christmas Concert.	The best way to support your son is to encourage him to sing along to Music where possible; at home, in the car etc.
3	Cartoons	This unit looks at the way Music is used to accompany cartoons. It teaches students more advanced compositional skills and how to use Cubase (computer software).	The best way to support your son is to encourage him to spot these techniques when he is watching cartoons that he enjoys.
4	Keyboards	The unit builds on the Notation skills from Term 2 and gives students an overview of how to play the keyboard. Students work through a levelled booklet to support them to learn independently. Students who can already play the keyboard are encouraged to improve an aspect of their playing with the support of their class teacher.	The best way to support your son in this topic is to encourage him to practice reading Notation – additional resources can be provided if required.
5	Experimental Music	This unit explores some of the ways composers have 'experimented' with Music in different ways during the 20 th Century. This unit encourages their creativity and also builds on the technology skills they began in Term 3.	The best way to support your son in this topic is to encourage his creativity and 'out the box' thinking. This could be during the home learning task of creating their own instrument or linked to other subject areas.
6	Ukuleles	This unit builds on the practical skills from Term 4. This term, students are taught chord patterns on the Ukulele and focus on the ensemble skills of timing and communication.	The best way to support your son in this topic is to encourage him to recap the chord patterns between lessons.

Additional Information

Instrumental lessons are offered to students for a competitive price if they want to learn to play an instrument. During Year 7 some students are also given the opportunity to begin learning an instrument on a trial basis before taking up lessons on the instrument. This is done on an application basis and students who do not currently learn an instrument will be given priority as there are limited spaces on the trial. If you would like more information regarding instrumental lessons this can be obtained from Mrs Wilborn in the Music Office.

Dance

Background/Aims

Dance follows the National Curriculum guidelines from Physical Education with a focus on performance, choreography and appreciation.

Capoeira

We build **physical skill** in dance by learning how to perform steps from the Brazilian martial art form.

We learn to be **creative** by choreographing dances based on Capoeira and computer games.

We learn to **appreciate** dance by studying the history of Capoeira

Set dance

We build **physical skill** in dance by learning how to perform steps from a choreographed dance. We build our **technical skills** (timing) and our expressive skills (facial expressions, musicality and projection) when we perform the dance.

We build our **confidence, commitment and concentration** skills in rehearsals by using systematic repetition and giving each other feedback to help each other find ways to improve.

We learn to **appreciate** dance by watching dances and talking about the use of production features (costumes, music, props, set) and by discussing choreographic intentions.

Choreography

We learn how to **create** our own dances by creating motifs linked to a range of stimuli. We use ideas such as sports and James Bond.

We learn to **work in groups**, sharing and leading ideas.

We build our **confidence** through sharing our dance ideas in small performances.

We learn to **evaluate** the work of our peers by watching respectfully and learning how to voice our opinions.

Drama

Background/Aims

Each student will have two lessons of Drama each week for three terms. In Year 7, the objective is to engage the students and make them realise that everyone has the ability to be a splendid performer! The schemes are designed to be fun and interactive, teaching the students the basic disciplines of performance whilst working collaboratively in either pairs or small groups.

Term	Scheme/ Unit	Outline	How to support your son
1 & 4	Drama skills	<p>Students will learn a range of theatre skills, to include:</p> <ul style="list-style-type: none"> • Still image, group tableaux • Spatial awareness • Characterisation and role play • Mime and mask work • Loop dialogues • Vocal projection and articulation • Movement and physicality • Theatre roles and stage configurations • Spontaneous and rehearsed improvisation 	<p>The students are always encouraged to participate in extra- curricular drama activities in order to develop their confidence. At Northampton School for <i>Boys</i>, we offer a range of opportunities for the students to perform both in and outside of school, strengthened by the positive encouragement of family members, parents and friends. See the next page for more details.</p>
2&5	Darkwood Manor	<p>Students continue to strengthen their appreciation of drama in this scheme, this time drawing upon physical aspects to widen the imagination and develop storytelling techniques, to include:</p> <ul style="list-style-type: none"> • Physical theatre • Symbolism and representation • Non- verbal communication (NVC) • Body language • Mime and gesture • Facial expressions • The use of staging, lighting and props • Hot- seating and teacher-in-role • Narration, flashback and role play • Mood and atmosphere 	<p>This scheme is all about storytelling and collaborative learning. Darkwood is based upon a haunted house and really captures the student's imagination. The students continue to learn new drama techniques whilst expanding their repertoire of dramatic styles and genres.</p> <p>The students have a significant writing- in- role task to complete, so reading through the home learning tasks together would be beneficial as well as discussing the student's emerging ideas before they begin to complete the task.</p>

3&6	Private Peaceful - Michael Morpurgo	<p>This scheme is based on this much-loved modern classic, Private Peaceful, by Michael Morpurgo. Throughout the scheme, the students will explore the text in a range of dramatic ways, to include:</p> <ul style="list-style-type: none"> • Performing extracts from the play, hot-seating characters. • The use of props, costumes, sound and lighting. • Characterisation, including posture, gait, gesture and accent. • Line learning, costume design, understanding vocal and physical skills, stage configurations and spacing. • Reading and writing, in the form of an End of Year paper, showing a firm understanding of the play, stagecraft techniques and design. • SMCS issues, including conscription, class division, bereavement, family loyalties attitudes and beliefs, friendship, hardship, and loss. 	<p>The most challenging assessment falls in these terms, whereby the students have the opportunity to show their understanding of the skills learned from previous schemes by performing a script extract taken from the play. The students will be expected to memorise their lines for home learning and organise extra rehearsals leading up to the assessment. For this task, the students will use props and costumes to enhance their characterisation. Staff will be available to support extra rehearsals at break-time or lunchtime. Furthermore, the students will complete an End of Year written paper focusing on an extract taken from the play. The students will be expected to write with confidence about the vocal and physical skills needed to perform the extract correctly as well as write about a costume design for a specific character as well. The paper will draw upon the skills the students have learned throughout the Scheme of Work.</p>
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Additional Information:

- Encourage your son to utilise his **rehearsal time** effectively during the lesson in order to discuss, share and develop new ideas.
- It is important in Year 7 that the students try to work with as many new people as possible; it helps them to make new friends and to get to know the members of their form.
- Try to encourage your son to take part in the **Extra- Curricular** activities available at Northampton School for Boys by attending the **KS3 Drama Club**. Students have the chance to participate in **the Milton Keynes Performing Arts Festival, The Northampton Eisteddfod, the KS3 School Production** and the **End of Year Performing Arts Showcase**.
- Encourage your son to take an active interest in televised drama, films and theatre visits. Keep up to date with the **BAFTAS/ Academy Awards** or up and coming plays and musicals in the West End.
- **Join a Youth Theatre**, see: Youth Theatre and Young Company (Royal and Derngate Youth Theatre) NMPAT County Youth Theatre, Looking Glass Stage School, Warts and All Theatre.
- We host a range of theatre productions at Northampton School for *Boys* throughout the year, so please check the events calendar and our website regularly to see what performances are available for students to attend.

Links:

[National Theatre - Schools](#)

[Shakespeare's Globe](#)

[TheSchoolRun.com – William Shakespeare](#)

[BBC Bitesize – GCSE Drama](#)

[Royal Shakespeare Company](#)

[National Youth Theatre](#)

