



DURHAM JOHNSTON  
**COMPREHENSIVE SCHOOL**  
— DARE TO BE WISE —

# Year 7

## Curriculum Overview ***Half Term 2***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 7, students study the following subjects:

- **English, Maths and Science** – **three** lessons per week per subject
- **French, Geography, History, Physical Education** – **two** lessons per week per subject
- **Art, Computing, Design Technology, Food & Textiles, Music, Religious Education, \*Taster Language, and PHSE** – **one** lesson per week per subject

\*Students enjoy a term each of German, Latin, and Spanish in rotation, to help them make an informed choice about which languages to study in Year 8.

The information for each subject is categorised as follows:

**Topics / tasks:** This is the overview of the topics Year 7 students will be covering this half term.

**Content and skills:** This explains what areas students will be looking at, and the skills they will be developing during the half term.

**Assessment:** This explains how students will be assessed on their understanding of this topic.

**Stretch and challenge:** This gives suggestions of how students can explore this area in more detail if they wish.

# Art

| Topics / tasks:               | Drawing, Photography and Contextual Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Content and skills:</b>    | <p>Summary of first half-term: Pupils have been developing their understanding of drawing with a focus on perspective, and how to sketch using simple shapes and lines as initial starting points for any drawing. Pupils have started to evaluate their work and the work of others in relation to the elements of art.</p> <ul style="list-style-type: none"> <li>• Creating 3D forms using tonal shading and perspective will continue, with observational studies becoming a main theme. Mark making in describing light, contrast, texture, form and shape. Copying from an image may occasionally be used, but primarily pupils will work from life. This may involve an organic form, or a structure made by the pupil.</li> <li>• Expressive drawing will develop, with the question- what makes a 'good' drawing? A subject of investigation.</li> <li>• Photography will be explored as part of homework tasks, editing images and relating outcomes the world of photography. Pupils will use their phone or camera in recording subjects related to class work. Occasionally there may be a task based on other themes, designed to broaden their understanding of photography.</li> <li>• Analysing artwork with reference to the elements of art through written annotation and visual studies will be developed. Using a range of specialist vocabulary, adjectives to describe the properties of the materials, adverbs to describe how the materials were used, verbs to show the feelings they get from the art effect.</li> </ul> |
| <b>Assessment:</b>            | <p>Pupils will receive feedback throughout the lesson with teacher/pupil conversations. Positive developmental comments will be shared as the work progresses. Work uploaded to Teams will receive acknowledgement and developmental comments when appropriate. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements will be mapped and used in relation to feedback.</p> <p>During any absence, pupils are encouraged to send images of their work for feedback via Teams.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Stretch and challenge:</b> | <p>Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn.</p> <p>Taking greater risks and exploring the use of texture and space through more creative drawing techniques.</p> <p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# Computing

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| <b>Topics / tasks:</b>        | <b>Students will be taught how to recognise bias and “fake news”. They will then go on to create articles and leaflet using MS Word and MS Publisher.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Content and skills:</b>    | <ul style="list-style-type: none"> <li>• Discuss &amp; research: Cyberbullying – E-Safety focus</li> <li>• Discuss: What is fake news and how do we spot it?</li> <li>• Edit an article by adding a new story, changing the font style, colour and size.</li> <li>• Design: Students are going to design a leaflet for a Theme Park (their choice). Students will design (on paper, planning) a tri-fold leaflet. They will annotate the leaflet with – fonts, colours, images, auto-shapes, WordArt etc. (design(er) skills)</li> <li>• Use your skills in DTP to: Create your leaflet based on you designs (implementation).</li> <li>• Evaluative skills: Improve and enhance based on your own evaluation and feedback from one of your peers.</li> </ul>                     |
| <b>Assessment:</b>            | <p>On-line Word Processing test / 9</p> <p>Teacher assessed work x 2 (article and leaflet) D/S/E</p> <p>Teams' test /10 (features of DTP)</p> <p>Homework – Leaflet design (by hand)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Stretch and challenge:</b> | <p>Checklist: Can you.... <a href="http://blog.iacademy.com/computer-apps/27-word-processing-skills-students-know/#">http://blog.iacademy.com/computer-apps/27-word-processing-skills-students-know/#</a></p> <p>Create an invitation to an event of your choice using: <a href="http://www.canva.com">www.canva.com</a> (use your school email to sign up to the free option)</p> <p>Extension: A different design for a different purpose and/or audience (recognising that different styles, colour, images can have different appeal).</p> <p>Create a new logo for your house(Annand, Heaviside, Kenny or Wakenshaw) or logo for Marvel, Disney, Star Wars or Harry Potter - using: <a href="http://www.photopia.com">www.photopia.com</a> (free image editing software)</p> |

# Design Technology

*Design Technology projects depend on the rooming and class rotation. Over the year, students will cover all of the following:*

| Topics / tasks:        | Investigating materials/ Systems and structures / Animal face bookends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |
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| Content and skills:    | Depending on the room, students will begin one of the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |
|                        | <p><b>Unit 1: Investigating materials</b><br/>Students will investigate a variety of timbers, metals and polymers and create a series of Top Trump cards based on these materials.</p> <p>Students will explore the use of CAD/CAM and use 2D Design to design a key ring which will then be laser cut.</p>                                                                                                                                                                                                                                                | <p><b>Unit 2: Systems and structures</b><br/>Students will learn about a variety of electronic components and explore examples of where they are used. They will also assemble and solder a printed circuit board to make a torch.</p> <p>Students will then explore structures and compete in a variety of challenges.</p> | <p><b>Unit 3: Animal face bookends</b><br/>Students will cut, shape and assemble plywood pieces based on an animal face. They will use a variety of workshop tools and equipment.</p> <p>Students will also cut and shape lengths of pine that will then be used to create 2 bookends.</p> |
| Assessment:            | <ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons. Students will also complete a 50 question test at the end of the unit.</li> <li>• <b>Unit 2:</b> Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons. Students will also complete a 50 question test at the end of the unit.</li> <li>• <b>Unit 3:</b> Correct use of tools and equipment is assessed through verbal feedback.</li> </ul> |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |
| Stretch and challenge: | <ul style="list-style-type: none"> <li>• Investigate how biopolymers are reducing carbon emissions. Think about the products you use on a daily basis. How could they be made more environmentally friendly?</li> <li>• Students could visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> to investigate the content from the unit they are studying.</li> </ul>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |

# English

| Topics / tasks:        | <i>Skellig</i> by David Almond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Fantasy Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Content and skills:    | <b>Reading</b> <ul style="list-style-type: none"> <li>• Reading <i>Skellig</i>, with a focus on vocabulary, inference, prediction, explanation, retrieval, and summary skills.</li> <li>• Studying the roles of key characters and settings in the novel.</li> <li>• Studying the fantasy genre elements of the novel.</li> <li>• Studying a selection of Greek Myths.</li> <li>• Inferring and deducing meaning and viewpoint in a text</li> <li>• Selecting and applying relevant evidence</li> <li>• Communicating clearly and structuring written responses.</li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>• Writing to describe within the fantasy genre.</li> <li>• Reading extracts from a range of fantasy authors including: J.K. Rowling, J.R.R. Tolkien, Joe Abercrombie, Peter S Beagle, Robin Hobb, Patrick Rothfuss, Cat Hellisen, Neil Gaiman, Philip Pullman, HP Lovecraft, Charles Perrault and Terry Pratchett.</li> <li>• Communicating clearly, effectively and imaginatively</li> <li>• Using a range of vocabulary for effect</li> <li>• Using a range of linguistic methods for effect</li> <li>• Using a range of sentence types (simple, compound, complex and varied sentence starters for clarity, purpose and effect.</li> </ul> |
| Assessment:            | Complete a short test on poetry studied with a range of different questions assessing different skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Writing a fantasy description based on a written prompt.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Stretch and challenge: | Reading other novels by David Almond such as <i>My name is Mina</i> and <i>Bone Music</i> .<br>Listen to <a href="#">these BBC podcasts</a> to further your understanding of Greek Myths.                                                                                                                                                                                                                                                                                                                                                                                   | Reading texts within the fantasy genre such as the Harry Potter series by J.K. Rowling, <i>The Chronicles of Narnia</i> by C.S. Lewis, <i>Artemis Fowl</i> by Eoin Colfer, <i>The Lord of the Rings Trilogy</i> by J.R.R. Tolkien.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Food & Textiles

| Topics / tasks:        | Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Content and skills:    | Depending on rooming, students will either start a Food Preparation and Nutrition project or begin a Textiles project, completing half a year in each subject by the end of year 7.                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        | <b>Food Preparation and Nutrition</b> <ul style="list-style-type: none"> <li>Gain an understanding of health and safety in the cooking and preparation of food (including washing up)</li> <li>Students will learn a range of theory topics: Key nutrition groups introduction (macro, micro), Milk cheese and yoghurt production, food origins, food mile As well as links to key scientific food principals e.g raising agents and gluten formation, Protein coagulation, foam, denature</li> </ul> | <b>Textiles</b> <ul style="list-style-type: none"> <li>Knowledge on the safety of using the equipment in the Textiles room</li> <li>An introduction to the sewing machine to create a pencil case</li> <li>An introduction to the design process – creating a character inspired by an existing designer.</li> <li>Students will learn a range of theory topics: equipment and components used in Textiles, the 6's, fair trade, and gain an understanding of finite and non-finite resources</li> </ul> |
| Assessment:            | <ul style="list-style-type: none"> <li>Gain an understanding of health and safety in the cooking and preparation of food (including washing up)</li> <li>Students will learn a range of theory topics: Key nutrition groups introduction (macro, micro), Milk cheese and yoghurt production, food origins, food mile As well as links to key scientific food principals e.g raising agents and gluten formation, Protein coagulation, foam, denature</li> </ul>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Stretch and challenge: | <p>There will be a variety of assessments on written work and practical outcomes. After 8 weeks (approx.) students complete a written test on the knowledge covered.</p> <p>Students' work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.</p>                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        | <p>Students are encouraged to adapt projects and recipes using the knowledge gained throughout the completion of their projects. Student should also access additional Home Learning Tasks via their class team, to further their knowledge in this subject.</p>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# French

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| <b>Topics / tasks:</b>        | <b>Present tense of –ER verbs (jouer/aimer/manger/danser...) ; Negation (ne + verb +pas); avoir and être in full; continue work on opinions.</b>                                                                                                                   |
| <b>Content and skills:</b>    | Using the grammar rules seen to produce accurate pieces of work. Producing longer sentences, giving more details in writing and speaking. Dealing with longer texts for their reading and listening task                                                           |
| <b>Assessment:</b>            | Students will be assessed by regular vocabulary and grammar tests. There will also be formal listening, reading and translation assessments.                                                                                                                       |
| <b>Stretch and challenge:</b> | Writing longer paragraphs using a variety of vocabulary learnt and practising the grammar rules seen so far. Producing a poster to explain what subjects they do in school, at what time, which ones they like/do not like, what do they do in their subjects etc. |

# Geography

| Topics / tasks:               | The Geography of Durham                                                                                                                                                                                       | Rivers and Flooding                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Content and skills:</b>    | Students will conduct on-site fieldwork and learn about the stages of geographic enquiry. Students will then examine the climate and current land uses in Durham, as well as why it is a World Heritage Site. | Students will examine the key features of a river drainage basin, water cycle, long and cross profiles and the processes that shape rivers from source to mouth before studying the formation of waterfalls.                                                                                                                                                                                 |
| <b>Assessment:</b>            | An end of unit test on the Geography of Durham and map skills.                                                                                                                                                | A drainage basin and water cycle key terms knowledge recall test.                                                                                                                                                                                                                                                                                                                            |
| <b>Stretch and challenge:</b> | Explore other World Heritage sites around the world at: <a href="http://whc.unesco.org/en/list/">whc.unesco.org/en/list/</a>                                                                                  | Watch episode 3 'Fresh Water' part of the BBC Planet Earth series and the three 'Sacred Rivers with Simon Reeves' episodes on the Nile, Ganges and Yangtze rivers. All are available on BBC iPlayer.<br><br>Find lessons and quizzes for this topic under year 8 unit 1 at the following website:<br><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a> |

# German

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| <b>Topics / tasks:</b>        | <b>Conversational German language and an introduction to some basic German grammar.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Content and skills:</b>    | <p>Students will develop core vocabulary related to German-speaking countries, the German alphabet, and key language for greetings and introductions. They will learn to talk about days of the week, months of the year, and both cardinal and ordinal numbers, applying these to topics such as age, birthdays, and culturally significant dates.</p> <p>Learners will also be introduced to the different German words for “a” and “the” (indefinite and definite articles) and begin to understand how these change in the nominative and accusative cases. They will explore how words take on different roles within a sentence, building a foundation in basic German sentence structure.</p> <p>Throughout the unit, students will develop confidence across all four key language skills: speaking, listening, reading, and writing.</p> |
| <b>Assessment:</b>            | Frequent low-stakes vocabulary tests will check understanding of each new vocabulary set and help embed learning over time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Stretch and challenge:</b> | Researching German speaking countries or famous German speakers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# History

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| <b>Topics / tasks:</b>        | <b>1066: The Year of Crisis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Content and skills:</b>    | <p>Year 7 historians will be learning about key events regarding the crises of 1066: the succession crisis; the competing claimants to the throne; the invasions of the north and the south, and the key battles of Fulford, Stamford Bridge and Hastings. Students will then move on to Norman control of England, this will include the Harrying of the North and the creation of the Feudal System.</p> <p>Students will develop their essay writing skills. By investigating the different reasons for invasion students will practice forming clear judgements, explaining points and supporting points with evidence. They will learn to compare different points/factors and write counter arguments.</p> |
| <b>Assessment:</b>            | <p>Complete two factual tests: One factual recall test on the content studied so far and another test on the events of 1066. Students will answer questions on the causes of Norman invasion and why William of Normandy was victorious in the Battle of Hastings.</p> <p>Students will be set a homework project on researching a Norman building of their choice.</p>                                                                                                                                                                                                                                                                                                                                          |
| <b>Stretch and challenge:</b> | <p>Researching key figures and events from the period, including Harold Godwinson, Harald Hardrada, William of Normandy and Edgar Ætheling.</p> <p>Reading the historical novel <i>The Last English King</i> by Julian Rathbone.</p> <p>Watching the documentary series <i>1066: A Year to Conquer England</i>, currently available on Amazon.</p>                                                                                                                                                                                                                                                                                                                                                               |

# Latin

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| <b>Topics / tasks:</b>        | <b>The Town of Pompeii</b>                                                                                                                                                                    |
| <b>Content and skills:</b>    | The layout and key features of Pompeii as a typical Roman town; the forum. Declensions and consolidating vocabulary. Students will learn to translate simple stories from Latin into English. |
| <b>Assessment:</b>            | Vocabulary tests and a written task analysing why Pompeii was a good place to live and work.                                                                                                  |
| <b>Stretch and challenge:</b> | Read about life in Roman times or watch a documentary about Pompeii.                                                                                                                          |

# Maths

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| <b>Topics / tasks:</b>        | <ul style="list-style-type: none"><li>• <b>Place Value</b></li><li>• <b>Comparing and ordering numbers including fractions and decimals</b></li><li>• <b>Converting between fractions, decimals and percentages</b></li><li>• <b>Rounding and estimation</b></li><li>• <b>Represent fractions, decimals and percentages in diagrams and on number lines</b></li><li>• <b>Calculating range and median</b></li></ul> |
| <b>Content and skills:</b>    | <ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>                                                                                                                                                                                                       |
| <b>Assessment:</b>            | Content from this half term will be assessed at the end of Half Term 3                                                                                                                                                                                                                                                                                                                                              |
| <b>Stretch and challenge:</b> | <ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.sparxmaths.com">www.sparxmaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li></ul>                                                                                                     |

# Music

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| <b>Topics / tasks:</b>        | <b>Samba</b>                                                                                                                                                                                                                                    |
| <b>Content and skills:</b>    | Exploring the context and background to Brazilian Samba music<br>Analysis of the main musical characteristics<br>Using the musical elements to describe Samba music<br>Performing Samba music using classroom percussion instruments            |
| <b>Assessment:</b>            | Composing and performing rhythms for group samba performance using staff notation<br>Completing assessed listening activities, which will enable pupils to reveal an understanding of samba music, its main features, and the elements of music |
| <b>Stretch and challenge:</b> | Listen to a wider range of Latin American music using YouTube and other sources<br>Compare the style of Samba with other Latin American styles, such as Salsa, Tango, and Rumba                                                                 |

# PHSE

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| <b>Topics / tasks:</b>        | <b>Autonomy and Advocacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Content and skills:</b>    | <p>In this unit of work, students will be focusing on developing empathy, communication skills and compassion towards others. They will focus on issues surrounding making and maintaining friendships, identifying bullying and discriminatory behaviours and knowing ways in which they can seek support for themselves or others. They will also be looking at ways in which they communicate online and digital safety. They will undertake lessons focusing on the following;</p> <ul style="list-style-type: none"><li>• Developing skills to make and maintain new friendships</li><li>• Learning how to empathise with, and show compassion for peers</li><li>• Knowing how to recognise loneliness, isolation and strategies to include others</li><li>• How to communicate safely online</li><li>• To recognise bullying in all its forms</li><li>• Strategies for challenging bullying in all its forms</li><li>• How and where to communicate concerns about friendships, including online</li></ul> |
| <b>Assessment:</b>            | Confidence trackers, self-reflection and content quizzes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Stretch and challenge:</b> | Action for happiness Journal Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# Physical Education

*PE units take place over the course of an entire term; this overview is therefore identical to last half term's.*

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| <b>Topics / tasks:</b>        | <b>Fitness activities and basic invasion game skills.</b>                                                                        |
| <b>Content and skills:</b>    | Developing and improving basic levels of cardio-vascular fitness.<br>Developing basic games skills such as catch, kick and pass. |
| <b>Assessment:</b>            | A timed cross-country run and a conditioned game.                                                                                |
| <b>Stretch and challenge:</b> | Attending extra-curricular clubs and participating in sports clubs outside school.                                               |

# Religious Education

*RE units take place over the course of an entire term; this overview is therefore identical to last half term's.*

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| <b>Topics / tasks:</b>        | <b>Having a faith: Why do people believe in God?</b>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Content and skills:</b>    | Pupils will have the chance to examine a range of philosophical arguments for the existence of God, including the Cosmological Argument (Thomas Aquinas) and the Teleological Argument (William Paley). They will also consider some of the challenges to belief in God such as the Problem of Evil. They will develop the skill of analysing an argument to assess it for its strengths and weaknesses. |
| <b>Assessment:</b>            | (a) A key concept vocabulary test.<br>(b) A timed piece of extended writing.                                                                                                                                                                                                                                                                                                                             |
| <b>Stretch and challenge:</b> | Reading: <b>Looking for God</b> by Robert Kirkwood (published by Longman); <b>The Puzzle of God</b> by Peter Vardy                                                                                                                                                                                                                                                                                       |

# Science

| Topics / tasks:        | B1, C1, P1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Content and skills:    | <b>Knowledge</b> <p><b>B1 - Cells and organisation</b></p> <ul style="list-style-type: none"> <li>This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up to look at organs once again, in the context of organ systems.</li> </ul> <p><b>C1 - Atoms</b></p> <ul style="list-style-type: none"> <li>This unit develops an understanding of the different properties of solids, liquids and gases. Scientific method and ideas on experiments, observation, hypotheses and theories are discussed, leading to an understanding of the particle theory of matter</li> </ul> <p><b>P1 - Energy</b></p> <ul style="list-style-type: none"> <li>This unit introduces the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Carrying out a range of practical procedures</li> <li>Collecting results and observations from practical work</li> <li>Analysing results and drawing conclusions from the results</li> <li>Linking observations and results to scientific theory</li> <li>Calculating means</li> <li>Identifying anomalous results</li> <li>Understanding how scientific theories are developed</li> <li>Spotting and explaining trends</li> <li>Analysing data</li> <li>Using scientific models</li> <li>Drawing scientific diagrams</li> <li>Graph skills</li> </ul> |
| Assessment:            | Checkpoint quizzes throughout each topic<br>Short end of topic tests (25 marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Stretch and challenge: | Working through relevant exercises on <a href="http://www.senecalearning.com">www.senecalearning.com</a> and BBC bitesize KS3 science <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a><br>Watching/listening to BBC CrowdScience podcasts <a href="https://www.bbc.co.uk/programmes/p04d42rc">https://www.bbc.co.uk/programmes/p04d42rc</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# Spanish

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| <b>Topics / tasks:</b>        | <b>Learn how to say what they 'have/have not 'got beginning with school equipment and moving on to talking about siblings, pets, and family.</b>                                                                                                                                                                                                                                                                                                                    |
| <b>Content and skills:</b>    | Students will learn to recognise masculine/feminine/plural and know how to use negatives. They will then use this language to talk about family, pets using colours and description. They will learn about adjectives and how they change to agree with nouns. Finally, at the end of the course they will be able to write a basic introductory paragraph to a pen pal using connectives.                                                                          |
| <b>Assessment:</b>            | Students are not formally assessed in this 12-week taster course. They are encouraged to carry out cultural research each week and will be given feedback and awarded house points for quality work. In class, listening, speaking, and reading & writing tasks, in the form of mini worksheets, will be given to check understanding. Stickers will be issued as rewards towards house points to encourage participation and create good language learning habits. |
| <b>Stretch and challenge:</b> | For each lesson there will be an element of cultural research or practice to broaden their understanding of the Spanish-speaking world. This may take the form of researching fun facts, language quizzes, teach a friend or family member, and find out about a festival or famous person.                                                                                                                                                                         |