DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE

Year 7

Curriculum Overview

Half Term 1

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, Mandarin 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:	An exploration of drawing and an introduction to the formal elements of art & design.	What is Art & Design and how does it impact my life?
Content and skills:	**Drawing** • How to sketch using basic shapes as the starting point. Guidelines and mapping a composition. • The use of mark making in describing light, contrast, texture, form, and shape. • Expressive drawing and exploring a range of styles. • Detail and viewpoints- extracting key information and creating an interesting drawing over the pursuit of realism only. • Two-point & three-point perspective drawing.	**Annotation** • Describing imaginatively work presented to them and in reviewing their own artwork. • Referring to the formal elements of art & design. • Communicating clearly, effectively, and imaginatively. • Using a range of specialist vocabulary. • Using adjectives to describe the properties of the materials • Using adverbs to describe how the materials were used • Using verbs to show the feelings they get from the art effect.
Assessment:	Practical work is reviewed and commented on throughout the lesson. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.	The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.
	Students will create portfolios of work and they will complete self- assessment tasks responding to the teacher's developmental comments. An electronic marks book will map the level of ability in a range of processes/materials and this will inform their school report for art & design.	
Stretch and challenge:	Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn. Taking greater risks and exploring the use of texture and space through more creative drawing techniques.	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.

Computing

Topics / tasks:	**System use (good working practices)** **Audience & purpose** **Digital literacy & E-Safety**
Content and skills:	• How to use ICT and use it well. • School protocols and accessibility. • Be able to follow a brief and produce materials suitable for a certain audience, selecting relevant tools to enhance. • Be safety conscious and aware, recognising the importance of leaving a good "digital footprint" behind! • How to stay safe on-line. • How to treat others with kindness and respect in the on-line world.
Assessment:	• Baseline test /66 • Teacher observation – verbal feedback • Peer advice / assessment
Stretch and challenge:	• Inform others – this could be verbally, or through the production of materials or at home (for example show family members how to edit privacy settings etc.). • Digital literacy and on-line safety videos from Bitesize, CEOP and Teach Computing – Be informed!

Design Technology

Design Technology projects take place over the course of an entire term; this work therefore covers until Christmas.

Topics / tasks:	**Design and Technology: Unit 1: Investigating Materials**
Content and skills:	Students will: • Learn material categories and specific examples • Learn how to design and develop ideas into prototypes • Learn how to use CAD/CAM to produce prototypes
Assessment:	There are 2 assessment points, one halfway through the term, one at the end and students will also complete an end of unit test. Students' work will also be monitored throughout each lesson, ensuring that students are working to the best of their ability.
Stretch and challenge:	• Apply their knowledge and understanding of the two strands of Technology (Design and Technology and Engineering) through additional investigation i.e. through the internet or textbooks. • Students could choose any product they are familiar with, such as a mobile phone, console controller etc. and investigate how these are designed, developed and manufactured. Students could then share their findings with the teacher / class

English

Topics / tasks:	*Skellig* by David Almond	Fantasy Writing
Content and skills:	**Reading** • Reading *Skellig,* with a focus on vocabulary, inference, prediction, explanation, retrieval, and summary skills. • Studying the roles of key characters and settings in the novel. • Studying the fantasy genre elements of the novel. • Studying a selection of Greek Myths. • Inferring and deducing meaning and viewpoint in a text • Selecting and applying relevant evidence • Communicating clearly and structuring responses to questions.	**Writing** • Writing to describe within the fantasy genre • 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. • Communicating clearly, effectively and imaginatively • Using a range of vocabulary for effect • Using a range of linguistic methods for effect • Using a range of sentence types (simple, compound, complex and varied sentence starters for clarity, purpose and effect.
Assessment:	Complete a short test on Skellig 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 *My name is Mina* and *Bone Music*. Listen to these BBC podcasts to further your understanding of Greek Myths.	Reading texts within the fantasy genre such as the Harry Potter series by J.K. Rowling, The Chronicles of Narnia by C.S. Lewis, *Artemis Fowl* by Eoin Colfer, *The Lord of the Rings Trilogy* by J.R.R. Tolkien.

Food & Textiles

<table>
<tr><td>Topics / tasks:</td><td colspan="2">Introduction to Food Preparation & Nutrition and Design Technology-Textiles</td></tr>
<tr><td rowspan="3">Content and skills:</td><td colspan="2">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.</td></tr>
<tr><td>Food Preparation and Nutrition</td><td>Textiles</td></tr>
<tr><td>• Gain an understanding of health and safety in the cooking and perpetration of food (including washing up)
• 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</td><td>• Knowledge on the safety of using the equipment in the Textiles room
• An introduction to the sewing machine to create a pencil case
• An introduction to the design process – creating a character inspired by an existing designer.
• Students will learn a range of theory topics: equipment and components used in Textiles, the 6’rs, fair trade, and gain an understanding of finite and non-finite resources</td></tr>
<tr><td>Assessment:</td><td colspan="2">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.
Students’ work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.</td></tr>
<tr><td>Stretch and challenge:</td><td colspan="2">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.</td></tr>
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French

Topics / tasks:	**School subjects**
Content and skills:	Students will study the school topic. They will learn how to give opinions and reasons (eg I like French because it is interesting. They will also learn how to use intensifiers and connectives so that they can make their spoken and written French more interesting. Students will learn key pronunciation rules and will learn how to form the verb "avoir" (to have)
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening assessment.
Stretch and challenge:	Students can do extra writing tasks and use online vocabulary builders.

Geography

Topics / tasks:	The Geography of Durham	Geographical and Map Skills
Content and skills:	Students will be learning about the difference between human, physical and environmental geography. Students will also examine the distinctive physical and human geography of the UK before focusing in on the local geography of Durham. They will examine the location and main features of Durham. Students will develop their use of key geographical terminology and geographical skills, including reading maps, photo analysis, graph construction and interpretation.	Student will be developing and practising a range of geographical skills in order to accurately locate key physical and human features of the UK onto a map, identify key features using a sketch map and use satellite images and maps to identify change in an area. Students will also learn how to identify and interpret map symbols used on OS maps, read four and six figure grid references to locate key places, use different scales to calculate distance on a map and interpret relief accurately on an OS map, using spot heights, shading and contour lines.
Assessment:	Writing an essay on the location of Durham. Students will answer the following question: *Why is Durham located where it is?* They must outline a range of human and physical geography reasons, judge the importance of each reason and explain their judgement with evidence.	A map test on the location of human and physical features in the UK. Students need to accurately locate key cities, mountains and upland areas in the UK.
Stretch and challenge:	Research the physical and human geography of Durham and investigate what makes Durham unique. Research how and why life for people living and working in Durham has changed over the last 150 years.	Exploring the different map skills pages on the OS website and completing the online quizzes: www.ordnancesurvey.co.uk/mapzone

German

Topics / tasks:	**You and me**
Content and skills:	An introduction to German culture and conversational German language: introducing yourself, saying how you are, where you live (including countries vocabulary), the alphabet in German, numbers 1-30 (and beyond), ages, months, days of the week and birthdays. Students will also look at the concept of grammatical gender in German. Students will be focussing on improving all four skills in German: speaking, listening, reading and writing.
Assessment:	Vocabulary tests on the different sections of new vocabulary.
Stretch and challenge:	Researching German speaking countries or famous German speakers.

History

Topics / tasks:	**Essay skills using life in the Roman North East.**	**Historical source skills using the Viking raid on Lindisfarne.**
Content and skills:	Students will be learning about local Roman forts and towns. They will also learn history of Roman religion, migration, military and transport/trade. Students will learn about all these topics by studying a mysterious local Roman artefact – the Binchester head. Students will develop their essay writing skills. By investigating the different aspects of Roman life that the Binhcester Head and Fort can tell us about. 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**.**	Students will be learning about the Viking raid of Lindisfarne island in 795AD. They will learn about the various reasons why the Vikings first invaded the British Isles. Students will develop their source analysis skills. By investigating the different interpretations of the Viking raid, and a series of related sources, they will learn to judge **reliability** and **utility.** They will determine reliability and utility by judging the relevance and trustworthiness of source **content** and **provenance.**
Assessment:	Writing an essay. Students will answer the following question: *"The main thing the Binchester Head tells us about Roman Britain is the importance of religion." How far do you agree?* They must judge the importance of numerous reasons and explain their judgement with evidence.	Writing an essay. Students will answer the following question: *How useful is this source for studying why the Vikings raided Lindisfarne?* about a source – they must judge the reliability and utility and explain their judgement or the source with evidence.
Stretch and challenge:	Researching what life was like in Roman forts, particularly in the North East.	Researching Viking technology and trade. Research the history of religious settlement on Lindisfarne.

Mandarin

Topics / tasks:	**Introduction to Mandarin**
Content and skills:	Students will learn greetings in Chinese; the Chinese pinyin and character system including strokes and stroke order, as well as numbers 1-99.
Assessment:	There will be mini tests on basic greetings.
Stretch and challenge:	Students can learn how to write more Chinese characters and can research the lucky numbers in Chinese culture.

Maths

Topics / tasks:	**Algebra: Sequences, Function Machines, Substitution, Graphical representation of sequences and functions, Equality and equivalence, Solving Equations.**
Content and skills:	• Retrieval practice of KS2 Arithmetic • Application of skills to new contexts including geometry and real life situations. • Representing algebra using pictures, tables and graphs. • Students will also develop their reasoning and problem solving skills.
Assessment:	Half term assessment 1 on Arithmetic and the topics covered in the first 5 weeks..
Stretch and challenge:	• Completing extra work using Hegarty Maths and Corbett Maths websites. • Completing enrichment tasks on the Nrich website: https://nrich.maths.org/

Music

Topics / tasks:	**The Human Voice** **Basic Musical Literacy**
Content and skills:	• Exploring different voice types • Analysing a range of accompanied and a cappella songs • Using the elements of music to analyse songs and describe features in them • Taking part in group performances of different songs, singing in harmony
Assessment:	Completing assessed listening activities, which will enable them to reveal an understanding of vocal style, voice type and the elements of music
Stretch and challenge:	• Listening to a wider range of vocal music using YouTube and other sources • Finding a song that has been recorded by a number of artists and comparing versions

PHSE

Topics / tasks:	**Independence and aspirations**
Content and skills:	Students will complete a series of lessons focused on developing goal setting, organisational skills and self awareness. There is a focus on personal identity and values, developing teamwork and communication skills, managing the transition to secondary school and a focus on staying safe both inside and outside of school. Over the first half term students will cover the following content in PSHE lessons • What is PSHE and why is it important? • What skills will be developed in PSHE? • Managing a successful transition to year 7 • Staying safe inside school • Staying safe outside of school • Personal identity • Developing a growth mindset
Assessment:	Confidence trackers
Stretch and challenge:	Engage in the wide variety of extra curricular opportunities, school council, form rep meetings and house system

Physical Education

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

Religious Education

Topics / tasks:	**Why do people believe in God?**
Content and skills:	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.
Assessment:	(a) A key concept vocabulary test. (b) A timed piece of extended writing.
Stretch and challenge:	Reading: ***Looking for God*** by Robert Kirkwood (published by Longman), **The Puzzle of God** by Peter Vardy

Science

Topics / tasks:	**Cells, Tissues, Organs and Systems** **The Particle Theory** **Energy**	
Content and skills:	**Knowledge** **Cells, Tissues, Organs and Systems** 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 in order to look at organs once again, in the context of organ systems. **The Particle Theory** 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 **Energy** 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.	**Skills** • Using lab equipment safely • Using a Bunsen burner • Recording experimental results • Using a microscope • Calculating magnification of a microscope • Understanding how scientific theories are developed • Spotting and explaining trends • Using scientific models.
Assessment:	Short and longer answer examination and multiple choice quizzes completed on line using the schools teams system. Short end of unit assessment.	
Stretch and challenge:	By completing the crest award opportunity in science club.	

Spanish

Topics / tasks:	**An awareness of where Spanish is spoken and the importance of Spanish as a world language. They will learn the new sounds 'll'ñ'rr'c(th) and learn how to introduce themselves and greet others.**
Content and skills:	Students will learn basic greetings; how to say their name, age, and birthday; numbers 1-31; days of the week and months of the year and learn how to write dates. Students will also learn about festival days and cultural aspects.
Assessment:	Students are not formally assessed in this 12-week taster course Class tasks, usually reading & writing, in the form of mini worksheets, will also be monitored to check understanding and extra support will be given if needed. Listening and speaking skills will be monitored in class and students will be given instant feedback by their class teacher using stickers to collect towards house points.
Stretch and challenge:	Undertaking 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.