



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview ***Half Term 3***

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, 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:	Colour and Styles of Painting
Content and skills:	<p>Pupils will explore the use of colour in painting and sculpture since the late 19th century. The colour wheel, colour harmony, and the context of how colours are used will be investigated. Practical painting activities may take place if possible, with pupils encouraged to create outcomes at home. If the opportunity presents itself for painting in school, activities will be a 'celebration of colour' based round a range of subjects, from still life to landscape, depending on the class teacher.</p> <p>Pupils will also view and learn to comment on a range of painting styles, referring to the elements of art and design. Why an artist uses colours will be explored, whether it is emotions being evoked or illusions of depth being created, the use of colour and our experience of viewing artwork will form the basis for this half term. Class teachers will deliver this using a range of approaches.</p>
Assessment:	<p>Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons, with written comments provided for main outcomes on MS teams.</p>
Stretch and challenge:	<p>Pupils are encouraged to develop their own work at home using any process or material they enjoy using. To share these outcomes with their class teachers and be provided developmental comments for this work. Pupils are also encouraged to explore virtual galleries and museum websites in finding art they like and accessing online resources to help in their development.</p>

Computing

Topics / tasks:	<p>Create a product for an end user, based on a set brief (in MS Publisher).</p> <p>Use a textual language to develop shapes and patterns using key commands (Logo & Python)</p> <p>Use Scratch to develop shapes and patterns, recognising how and when to use repeat</p> <p>Test (what have we learnt so far)</p> <p>Discussion & Research – Social, moral and ethical issues relating to image manipulation</p>
Content and skills:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Design: Students are going to design a leaflet for a Theme Park (their choice). Students will design (on paper) a tri-fold leaflet (outline template provided) They will annotate the leaflet with – fonts, colours, images, auto-shapes, WordArt etc. (design & planning skills) • Evaluative skills: Improve and enhance based on your own evaluation and feedback from one of your peers. • Learn how to use three types of “languages” (two textual and one block editor) • Students will start to refine and enhance their programming skills by creating more complex shapes, recognising where commands need repeating. This module enhances Cross curricular ICT with Maths as angles, measurements and calculations feature in the planning and code
Assessment:	<p>Teacher assessed work (article and leaflet) D/S/E</p> <p>Teacher assessed work (Logo, Scratch & Python) D/S/E</p> <p>Attainment 2 test /47 (a pre-lim support test will be issued to students at least one week before to focus their revision and re-cap knowledge)</p> <p>Homework – Logo (key terms)</p>
Stretch and challenge:	<p>Bring your ideas to life using a professional online tool: https://www.canva.com/en_gb/ (try creating publications for different audiences and purposes to showcase your skills.</p> <p>Develop your skills with Scratch using their on-line support: https://scratch.mit.edu/</p>

Design Technology

Topics / tasks:	Design & Make an 'Exploding Box' learning resource
Content and skills:	<p>Students will:</p> <p>Complete a project combining practical skills, IT based skills and will continue to gain an understanding of topics related to the greater world of Design Technology.</p> <p>Specifically students will explore:</p> <p>An understanding of how students learn and interact with information</p> <p>Practical principals of creating an accurate 3D shape using basic modelling skills</p> <p>Theory knowledge of materials- their origins and their properties</p> <p>Develop their working knowledge of computer aided design (2D Design)</p> <p>An understanding of sustainability issues and the life cycle of products</p> <p>Students will further develop their understanding of product analysis by comparing products and exploring the importance of anthropometrics and ergonomics</p>
Assessment:	<p>Students will complete 3 summative assessments in this project:</p> <ol style="list-style-type: none"> 1. Product analysis/comparison 2. Multiple choice test of theory knowledge gained 3. Final practical outcome assessment <p>Students will be given consistent formative assessment in workbook based tasks to check their understanding and develop their project- they should bring their book to every lesson and hand in upon return to school any work completed in home learning.</p>
Stretch and challenge:	Students will be encouraged to develop their practical products further as well as a range of challenges that relate to individual tasks.

English

Topics / tasks:	Reading <i>A Midsummer Night's Dream</i> by William Shakespeare	Public Speaking: The Natural World
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • An introductory study of Shakespeare's life and language. • Studying the plot and subplots of <i>A Midsummer Night's Dream</i> and understanding the roles of key characters • Studying the fantasy elements of the play including the theme of magic • Studying stagecraft and directors' choices • Inferring and deducing meaning and viewpoint in a text • Selecting and applying relevant evidence • Identifying and explaining language methods used by Shakespeare • Communicating clearly and structuring a written response 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Studying a range of speeches and articles on the natural world. • Studying how to deliver an effective speech. • Identifying and applying persuasive techniques to our writing for effect. • Communicating verbally in a clear, formal way with organised ideas. • Listening and responding clearly to questions.
Assessment:	Complete a short test on <i>A Midsummer Night's Dream</i> with a range of different questions assessing different skills	Write and deliver a speech on a chosen topic.
Stretch and challenge:	<p>Use BBC bitesize to further consider the plot, characters and themes: https://www.bbc.co.uk/bitesize/topics/zxgcwmn</p> <p>Read or watch other comedies by Shakespeare such as <i>Twelfth Night</i>, <i>As You Like It</i>, or <i>Much Ado About Nothing</i>.</p>	<p>Watch the following videos to research environmental topics and make note of how the speakers communicate persuasively:</p> <p>www.bbcearth.com/regeneration-food/ www.bbcearth.com/shows/ www.youtube.com/watch?v=du5d5PUrH0I</p> <p>Keep up to date with current events by reading newspaper articles, such as these:</p> <p>www.bbc.co.uk/newsround www.theguardian.com/uk/environment www.bbc.co.uk/news/topics/cnx753jenyjt/environment</p>

Food Preparation and Nutrition & Textiles

Topics / tasks:	Depending on rooming, students will either start a Food Preparation and Nutrition project or begin a Textiles project	
Content and skills:	<u>Food Preparation and Nutrition</u> <ul style="list-style-type: none"> • Gain an understanding of health and safety in the cooking and preparation of food (including washing up). • Students will learn a range of theory topics: enzymatic browning, preservation of food, gluten formation, function of yeast as well as scientific processes that happen during cooking e.g. dextrinization 	<u>Textiles</u> <ul style="list-style-type: none"> • Knowledge on the safety of using the equipment in the Textiles room • Design their own fabric and create a pencil case • Investigate existing designers to make a textiles hero character. • Students will learn a range of theory topics: equipment and components used in Textiles, the 6's and gain an understanding of finite and non-finite resources
Assessment:	Students will complete a test at the end of each unit of work that will assess the content covered.	
Stretch and challenge:	Students are encouraged to adapt projects and recipes using the knowledge gained throughout the completion of their projects.	

French

Topics / tasks:	Sport
Content and skills:	Students will study the topic of sport. They will learn the full conjugation of verb FAIRE (to do) and revise –ER verbs present tense formation through the verb JOUER (to play). They will learn the use of two prepositions: “à” and “de”. They will revisit how to express opinions and transfer it to this topic. They will be adding timeframes to their sentences.
Assessment:	In class, there will be vocabulary tests, grammar tests and practice of listening, reading tasks. There will be a formal assessment of writing and translating of content from term 1 and term 2.
Stretch and challenge:	For the most able students, we will introduce the pronouns “y” and “en” to avoid repetitions. Students can write extra pieces of work on the topic of sport using the structures and vocabulary learnt in class in Term 1 as well as this term.

Geography

Topics / tasks:	Rivers & Flooding
Content and skills:	Students will study the topic of rivers and flooding. Students will cover how the water cycle works within a drainage basin, long and cross profiles of rivers, the processes of erosion, transport and deposition and how these processes form a range of landforms e.g. waterfalls. Students will then examine how humans use rivers and the physical and human causes of flooding.
Assessment:	A knowledge test on a river drainage basin and the water cycle.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: https://www.bbc.co.uk/bitesize/topics/zs92tfr

German

Topics / tasks:	You and me
Content and skills:	<p>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.</p> <p>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.</p>
Assessment:	Vocabulary tests on the different sections of new vocabulary.
Stretch and challenge:	Researching German speaking countries or famous German speakers.

History

Topics / tasks:	How did the Normans control England? The struggle between Church and Crown in Medieval England.
Content and skills:	<p>Pupils will learn how the Normans used different castles, the system of feudalism and the Domesday Book to take control of the country. They will use evaluation and judgement to compare tactics and explain the success of the Normans.</p> <p>Pupils will be asked to do an extended research homework about a Norman building of their choice, and creating a visitor's guidebook for it.</p> <p>Pupils will then assess who had more power in Medieval England – the Church or the King. They will study the murder of Thomas Becket, the emergence of Parliament and Magna Carta. Pupils will use examples to practise comparative judgements.</p>
Assessment:	After completing a factual test on the Normans, Year 7 will also write a source analysis question on the murder of Thomas Becket – pupils will use source content, origin and their own knowledge to explain how useful a source is for studying Becket.
Stretch and challenge:	Worksheets that require research on local and also world history provide context for the eras studied in lessons. Ask your teacher for these tasks.

Mandarin

Topics / tasks:	Introduction to Mandarin; Greeting and Numbers
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:	Measuring and drawing angles Constructing Shapes Angle properties and calculations Properties of 2D shapes
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Half term 3 assessment
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Fanfares
Content and skills:	Exploring the context and background of the Fanfare genre Analysis of the main musical characteristics using the musical elements Composing a short Fanfare
Assessment:	Composing a short Fanfare, using a variety of rhythmic patterns and a limited range of pitch in keeping with the standard conventions of the Fanfare genre
Stretch and challenge:	Explore more complex rhythmic patterns Listen to more examples of Fanfares

Physical Education

Topics / tasks:	Fitness activities and basic invasion and net game skills.
Content and skills:	Increasing levels of cardio-vascular fitness and muscular endurance. Understand the importance of warming up before physical activity Developing games skills such as catch, kick, send and receive.
Assessment:	A timed cross-country run and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school when these become available.

Religious Education

Topics / tasks:	Founders of the Abrahamic Faiths: Abraham, Jesus, Muhammad
Content and skills:	<p>Pupils will look at the importance of a founder for the development of a religion. What makes for a good leader? Analysis of personal qualities of a leader What makes for a good religious leader? What differences are there between general and religious leadership qualities? Reading/ interpreting textual material about each religious leader to determine the specific qualities of each religious leader Evaluating the role of religious leadership historically and for present-day faith communities.</p>
Assessment:	<p>Pupils will have a 30 minute assessment 15 multiple choice questions 15 marks piece of extended writing</p>
Stretch and challenge:	<p>Pupils may engage in related research on textual material in the Torah (for Abraham), New Testament (for Jesus) and Qur'an (for Muhammad) about each religious leader. Internet research using reliable websites for biographical information about each religious founder</p>

Science

Topics / tasks:	Muscles and Bones, Acids and Alkalis, Current Electricity	
Content and skills:	<p>Knowledge</p> <p>Muscles and Bones This unit uses a 'fitness' theme to cover three important organ systems: the gas exchange system, the circulatory system and the locomotor system.</p> <p>Acids and Alkalis This unit looks at acids and alkalis and how they can be described using a pH number. It looks at neutralisation reactions and some of their uses as well as introducing some standard safety hazard symbols.</p> <p>Current electricity This unit looks at the measurement of current and how it behaves in series and parallel circuits, as well as voltage and resistance. Models are used to explore key concepts in circuits. Electrical safety is also visited in this topic.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Calculating means • Identifying anomalous results • Understanding how scientific theories are developed • Identifying and explaining trends • Analysing data • Using scientific models • Drawing scientific diagrams • Graph Skills • Working safely in a science laboratory
Assessment:	A short and long answer test at the end of each of the topics.	
Stretch and challenge:	By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk	

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.