



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, 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

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| <b>Topics / tasks:</b>        | <b>Colour and Styles of Painting</b>  |
| <b>Content and skills:</b>    | <p>Pupils will explore the use of colour in painting and sculpture since the late 19<sup>th</sup> 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 is using a range of approaches.</p> |
| <b>Assessment:</b>            | <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>   |
| <b>Stretch and challenge:</b> | <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

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| <b>Topics / tasks:</b>        | <p><b>Create a product for an end user, based on a set brief.</b></p> <p><b>Use a textual language to develop shapes and patterns using key commands (Logo &amp; Python)</b></p> <p><b>Use Scratch to develop shapes and patterns, recognising how and when to use repeat</b></p> <p><b>Test (what have we learnt so far)</b></p> <p><b>Discussion &amp; Research – Social, moral and ethical issues relating to image manipulation</b></p>  |
| <b>Content and skills:</b>    | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• 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 &amp; planning skills)</li> <li>• Evaluative skills: Improve and enhance based on your own evaluation and feedback from one of your peers.</li> <li>• Learn how to use three types of “languages” (two textual and one block editor)</li> <li>• 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</li> </ul> |
| <b>Assessment:</b>            | <p>Teacher assessed work (article and leaflet) D/S/E</p> <p>Teacher assessed work (Logo, Scratch &amp; 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>   |
| <b>Stretch and challenge:</b> | <p>Bring your ideas to life using a professional online tool: <a href="https://www.canva.com/en_gb/">https://www.canva.com/en_gb/</a> (try creating publications for different audiences and purposes to showcase your skills.</p> <p>Develop your skills with Scratch using their on-line support: <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a></p>  |

# Design Technology

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| <b>Topics / tasks:</b>        | <b>Investigating materials/ Systems and structures / Animal face bookends</b>  |   |  |
| <b>Content and skills:</b>    | 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> |
| <b>Assessment:</b>            | <p><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.<br/>Unit</p> <p><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.<br/>Unit</p> <p><b>Unit 3:</b> Correct use of tools and equipment is assessed through verbal feedback.<br/>Unit</p> |   |  |
| <b>Stretch and challenge:</b> | Students could visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> to investigate the content from the unit they are studying.  |   |  |

# English

| Topics / tasks:               | Reading <i>A Midsummer Night's Dream</i> by William Shakespeare  | Public Speaking: The Natural World  |
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| <b>Content and skills:</b>    | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• An introductory study of Shakespeare's life and language.</li> <li>• Studying the plot and subplots of <i>A Midsummer Night's Dream</i> and understanding the roles of key characters</li> <li>• Studying the fantasy elements of the play including the theme of magic</li> <li>• Studying stagecraft and directors' choices</li> <li>• Inferring and deducing meaning and viewpoint in a text</li> <li>• Selecting and applying relevant evidence</li> <li>• Identifying and explaining language methods used by Shakespeare</li> <li>• Communicating clearly and structuring a written response</li> </ul> | <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Studying a range of speeches and articles on the natural world.</li> <li>• Studying how to deliver an effective speech.</li> <li>• Identifying and applying persuasive techniques to our writing for effect.</li> <li>• Communicating verbally in a clear, formal way with organised ideas.</li> <li>• Listening and responding clearly to questions.</li> </ul>  |
| <b>Assessment:</b>            | 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.   |
| <b>Stretch and challenge:</b> | <p>Use BBC bitesize to further consider the plot, characters and themes: <a href="https://www.bbc.co.uk/bitesize/topics/zxgcwmn">https://www.bbc.co.uk/bitesize/topics/zxgcwmn</a></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><a href="http://www.bbcearth.com/regeneration-food/">www.bbcearth.com/regeneration-food/</a><br/> <a href="http://www.bbcearth.com/shows/">www.bbcearth.com/shows/</a><br/> <a href="http://www.youtube.com/watch?v=du5d5PUrH0I">www.youtube.com/watch?v=du5d5PUrH0I</a></p> <p>Keep up to date with current events by reading newspaper articles, such as these:</p> <p><a href="http://www.bbc.co.uk/newsround">www.bbc.co.uk/newsround</a><br/> <a href="http://www.theguardian.com/uk/environment">www.theguardian.com/uk/environment</a><br/> <a href="http://www.bbc.co.uk/news/topics/cnx753jenyjt/environment">www.bbc.co.uk/news/topics/cnx753jenyjt/environment</a></p> |

# Food Preparation and Nutrition & Textiles

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| <b>Topics / tasks:</b>        | <p>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.</p>   |   |
| <b>Content and skills:</b>    | <p><b>Food Preparation and Nutrition</b></p> <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> | <p><b>Textiles</b></p> <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> |
| <b>Assessment:</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>Stretch and challenge:</b> | <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>  |   |

# French

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| <b>Topics / tasks:</b>        | <b>Sport</b>   |
| <b>Content and skills:</b>    | 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. |
| <b>Assessment:</b>            | 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.  |
| <b>Stretch and challenge:</b> | 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

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| <b>Topics / tasks:</b>        | <b>Rivers &amp; Flooding</b>   |
| <b>Content and skills:</b>    | 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, the physical and human causes of flooding and management.  |
| <b>Assessment:</b>            | A knowledge test on a river drainage basin and the water cycle.  |
| <b>Stretch and challenge:</b> | <p>Students can explore the topic further by completing the lessons and quizzes available at:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zs92tfr">https://www.bbc.co.uk/bitesize/topics/zs92tfr</a></p> <p>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.</p> <p>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></p> |

# German

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

# History

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| <b>Topics / tasks:</b>        | <b>How did the Normans control England?<br/>The struggle between Church and Crown in Medieval England.</b>   |
| <b>Content and skills:</b>    | <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. 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> |
| <b>Assessment:</b>            | 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.   |
| <b>Stretch and challenge:</b> | Worksheets that require research on local and also world history provide context for the eras studied in lessons. Ask your teacher for these tasks.  |

# Latin

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| <b>Topics / tasks:</b>        | <b>The Roman household.</b>  |
| <b>Content and skills:</b>    | Houses, food and daily life.<br>Introduction to the Latin language - word order and cases; subjects and objects. |
| <b>Assessment:</b>            | Vocabulary tests and a written task about the design of a Roman house.   |
| <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>        | <b>Application of Addition and Subtraction (Finance, Perimeter, Statistics, Timetables, ...)</b><br><b>Application of Multiplication and Division (Mean, Area, Algebra)</b><br><b>Fraction of amounts and percentages</b><br><b>Number properties (triangular, square, prime)</b>                               |
| <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>            | Half term 3 assessment  |
| <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>Fanfares</b>   |
| <b>Content and skills:</b>    | Exploring the context and background of the Fanfare genre<br>Analysis of the main musical characteristics using the musical elements<br>Composing a short Fanfare |
| <b>Assessment:</b>            | 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        |
| <b>Stretch and challenge:</b> | Explore more complex rhythmic patterns<br>Listen to more examples of Fanfares   |

# PHSE

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| <b>Topics / tasks:</b>        | <b>Choices and influences: Healthy Lifestyles</b>   |
| <b>Content and skills:</b>    | <p>Over the course of this unit of work students will learn about the following;</p> <ul style="list-style-type: none"><li>• Factors that contribute towards healthy lifestyle choices</li><li>• The importance of sleep and how to improve routines to ensure good quality sleep</li><li>• The importance of exercise and ways in which in which we can be more active</li><li>• The importance of healthy eating and understanding how unhealthy choices can impact health</li><li>• The importance of staying hydrated and an awareness of how sugary drinks and energy drinks affect the body</li><li>• An understanding of some of the factors that can impact upon mental health and where to seek support</li><li>• The importance of good hygiene</li></ul> |
| <b>Assessment:</b>            | Content based end of unit assessment  |
| <b>Stretch and challenge:</b> | Students could volunteer to become a personal development lead for their form and develop ideas in which healthy lifestyles can be promoted further in school   |

# Physical Education

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| <b>Topics / tasks:</b>        | <b>Fitness activities and basic invasion and net game skills.</b>  |
| <b>Content and skills:</b>    | Increasing levels of cardio-vascular fitness and muscular endurance.<br>Understand the importance of warming up before physical activity<br>Developing games skills such as catch, kick, send and receive. |
| <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 when these become available.   |



# Religious Education

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| <b>Topics / tasks:</b>        | <b>Sacred Texts: Mark's Gospel</b>   |
| <b>Content and skills:</b>    | Pupils will have the chance to examine the importance of sacred texts to religious believers. In particular, pupils will explore the first canonical gospel in the New Testament, Mark. They will learn how and why it was written and some of the key themes of the gospel. Pupils will develop the skills of biblical interpretation and analysis by considering how Mark's Gospel guides Christian beliefs and practices. |
| <b>Assessment:</b>            | (a) A key concept vocabulary test.<br>(b) A timed piece of extended writing.   |
| <b>Stretch and challenge:</b> | Reading: <i>Mark's Gospel</i>  |

# Science

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| <b>Topics / tasks:</b>        | <b>Muscles and Bones, Mixtures and Separation, Current Electricity</b>  |   |
| <b>Content and skills:</b>    | <p><b>Knowledge</b></p> <p><b>Muscles and Bones</b><br/>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><b>Mixtures and separation</b><br/>This topic focuses different methods which can be used to separate different substances</p> <p><b>Current electricity</b><br/>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><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Calculating means</li> <li>• Identifying anomalous results</li> <li>• Understanding how scientific theories are developed</li> <li>• Identifying and explaining trends</li> <li>• Analysing data</li> <li>• Using scientific models</li> <li>• Drawing scientific diagrams</li> <li>• Graph Skills</li> <li>• Working safely in a science laboratory</li> </ul> |
| <b>Assessment:</b>            | A short test at the end of each topic.  |   |
| <b>Stretch and challenge:</b> | 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>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.</b>   |
| <b>Content and skills:</b>    | 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.<br>Students will also learn about festival days and cultural aspects.  |
| <b>Assessment:</b>            | Students are not formally assessed in this 12-week taster course<br>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.<br>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. |
| <b>Stretch and challenge:</b> | 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.   |