



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview

Half Term 5

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:	Colour and Styles of Painting
Content and skills:	<p>Pupils will explore the use of colour in painting since the late 19th century. The colour wheel, colour harmony, and the context of how colours are used will be investigated and colour theory used in making paintings. Practical painting activities will now take place in class, with pupils encouraged to also create outcomes at home. The themes of the painting activities will range between classes, but the exploration of colour will run them all. From still life, landscape to abstract, depending on the class teacher. Learning how to mix and apply paint with control will be developed.</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.</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:	Computing Micro:bit, Control & Problem Solving
Content and skills:	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Use the support and guidance in the Micro:bit tutorials/website to help them develop. Searching and refining where needed. • Identify input, process, and output in a range of device (home, school and in industry). • Identify how sensors work and understand which sensor is the most appropriate (scenario dependent) <p>Students will be able to:</p> <ul style="list-style-type: none"> • Link a Micro:bit to their PC, code the MB and have a textual output appear on the interface. Using the buttons and sensors. • Edit and modify “code” to alter timings, direction, output etc. • Use hardware such as crocodile clips & wires to sense/output (some) • Create a scene in Flowol using a range of flowchart tools/symbols to create the I/P/O link. <p>Final assessment – range of topics (retrieval) – information on what to revise is provided beforehand (2 weeks) to focus revision and identify any areas to develop.</p>
Assessment:	<p>Teacher assessed work Micro:bit D/S/E Kahoot Quiz (retrieval) Homework: Identifying the components worksheet Pre-lim to test in Teams to focus revision – message in Teams to support. ATTN3 Test – 48 marks (Y7 retrieval)</p>
Stretch and challenge:	<p>Watch me: IPO explained: https://www.youtube.com/watch?v=CBf-jln44X0 Ada Lovelace: https://www.bbc.co.uk/programmes/p030s5bx</p>

Design Technology

Topics / tasks:	Investigating materials/ Systems and structures / Animal face bookends		
Content and skills:	Depending on the room, students will begin one of the following		
	<p>Unit 1: Investigating materials 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>Unit 2: Systems and structures 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>Unit 3: Animal face bookends 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:	<p>Unit 1: 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.</p> <p>Unit 2: 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.</p> <p>Unit 3: Correct use of tools and equipment is assessed through verbal feedback.</p>		
Stretch and challenge:	Students could visit www.technologystudent.com to investigate the content from the unit they are studying.		

English

Topics / tasks:	Reading Romantic Poetry	Travel Writing
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Reading a variety of Romantic poems to explore the poets' viewpoints and ideas. • Studying the historical and social contexts of the Romantic poets. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Identifying and explaining methods and vocabulary used by the poets using relevant terminology. • Exploring purposes for writing. 	<p>Writing</p> <ul style="list-style-type: none"> • Understanding the conventions of travel writing, including how to write as a travel journalist. • Writing to describe, inform, recount, persuade and entertain. • Using a range of vocabulary and methods for effect. • Using a range of paragraph and sentence structures and a variety of punctuation for effect. • Organising and structuring writing to interest the reader.
Assessment:	Complete a short test on romantic poetry with a range of different questions assessing different skills	Write a piece of travel journalism for a magazine.
Stretch and challenge:	<p>Explore the poetry of William Blake by looking at his copper plates and poems on the online Blake Archive: www.blakearchive.org/ Read the essay 'An Introduction to Romanticism': www.poetryfoundation.org/collections/152982/an-introduction-to-british-romanticism Use the links at the bottom of the webpage above to read more poems by British Romantic poets.</p>	<p>Enjoy reading a range of travel writing: www.waterstones.com/category/travel-maps/travel-writing www.theguardian.com/books/travel-writing Read the blog post on top tips for travel writing: www.lonelyplanet.com/articles/five-expert-tips-for-getting-started-in-travel-writing Watch this video on top tips for travel writing: www.bbc.co.uk/teach/class-clips-video/english-literature-ks3--ks4-what-makes-travel-writing-engaging/z6q7f4j</p>

Food & Textiles

Topics / tasks:	Food Preparation & Nutrition and Design Technology-Textiles	
Content and skills:	Depending on rooming, students will either have started on a Food Preparation and Nutrition project or begun a Textiles project, completing half a year in each subject by the end of year 7.	
	Food Preparation and Nutrition <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: 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 	Textiles <ul style="list-style-type: none"> • 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's, fair trade, and gain an understanding of finite and non-finite resources
Assessment:	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.	
Stretch and challenge:	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.	

French

Topics / tasks:	Where we live
Content and skills:	This term, students will learn the new topic of HOME. They will be able to speak about where they live. We will introduce how to say "in" with countries, depending on their gender/number. We will also revise the full conjugation of the verb "être" and introduce the adjectival agreement. They will practise this new content using listening/ reading/ writing/ speaking skills.
Assessment:	Students will be assessed using regular vocabulary tests and homework to check their understanding of grammar notions taught during lessons. At the end of Term 3, students will be formally assessed in speaking.
Stretch and challenge:	Students can write longer paragraphs about where they live, using structures learnt up to date, a variety of verbs and verb forms in present and future tenses, a range of vocabulary, connectives, intensifiers and opinions.

Geography

Topics / tasks:	Africa	Horn of Africa
Content and skills:	Students will finish studying the continent of Africa by examining the geography of the island of Madagascar.	Students will examine the human and physical geography of this region, examining the climate and challenges this brings to people living and working there. Students will then study the urban life in Addis Ababa, the geography of Djibouti before examining the opportunities and challenges of the Horn of Africa.
Assessment:	N/A	A knowledge test on the Horn of Africa
Stretch and challenge:	Watch the BBC Africa documentary series (available on BBC iPlayer): www.bbc.co.uk/iplayer/episodes/p010jc6p/africa	Research the human and physical geography of Ethiopia, Somalia and/or Eritrea and produce a fact file on what each country is like, the opportunities for people living there as well as some of the challenges they face.

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:	Everyday life (struggles) in Medieval England: The impact of the Black Death and Peasants' Revolt on the British Isles.
Content and skills:	<p>Pupils will develop their primary and secondary source analysis skills in studying the Black Death. They will conduct source investigation into the different theories as to how the Plague arrived in England. Classes will learn the symptoms and then assess how medieval doctors and theologians believed the disease was spread and what medieval people believed would cure the Black Death.</p> <p>Pupils will then analyse and judge the consequences of the Black Death, including the Peasants' Revolt. The Peasants' Revolt will be an opportunity to read and judge different interpretations – pupils will determine the most convincing view of the Revolt's purpose and success.</p>
Assessment:	Year 7 will complete a factual knowledge test on the Black Death and the Peasants' Revolt, the test will be at least 20 questions.
Stretch and challenge:	Worksheets that require research on local and world history provide context for the eras studied in lessons. Ask your teacher for these tasks. Pupils are also encouraged read Ian Mortimer's <i>The Time Traveller's Guide to Medieval England</i> in order to better understand England in the 13 th and 14 th centuries

Latin

Topics / tasks:	The Roman household.
Content and skills:	Houses, food and daily life. Introduction to the Latin language - word order and cases; subjects and objects.
Assessment:	Vocabulary tests and a written task about the design of a Roman house.
Stretch and challenge:	Read about life in Roman times or watch a documentary about Pompeii.

Maths

Topics / tasks:	<ul style="list-style-type: none">• Convert between mixed and improper fractions• Review equivalent and simplifying fractions from KS2• Addition and subtraction of fractions• Addition and subtraction of mixed numbers• Application of fractions to contexts e.g. function machines, algebra, substitution
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:	After 15 taught lessons and 1 revision lesson
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using https://sparxmaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Gamelan
Content and skills:	Learning how the conventions of Gamelan music are integral to and representative of traditional Indonesian culture Analysis of various musical examples looking at instrumentation, pentatonic scale patterns and textural conventions Composition and/or performance of a short pentatonic piece in a traditional Indonesian style
Assessment:	Completion of assessed listening activities, requiring pupils to respond to recordings of various Gamelan examples, identifying common features Composition (using Sibelius) and Performance (on keyboards) of a piece in the style of a Javanese/Balinese Gamelan
Stretch and challenge:	Further research on the traditional music of Indonesia, and possibly the composition a longer piece in a pentatonic style, or performing/extending the first composition, on any instrument to which they have access

PHSE

Topics / tasks:	
Content and skills:	
Assessment:	
Stretch and challenge:	

Physical Education

Topics / tasks:	Athletic activities and basic striking / fielding skills games.
Content and skills:	Students will develop basic running, jumping and throwing skills Students will develop catching and throwing skills. Continue to understand the importance of warming up before activity.
Assessment:	Measurement of a run, jump and throw and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school

Religious Education

Topics / tasks:	Revelation and Holy Books: Torah, Bible and Quran.
Content and skills:	Pupils will have the chance to examine key ideas about the belief that truth is revealed through sacred writings. They will look at these ideas through a series of lessons. They will look at 'theistic truth' the belief that there is 'a divine transcendent reality' as experienced in Judaism, Christianity and Islam. In contrast, they will study secular ideas about truth as an idea relating to verifiable knowledge and understanding.
Assessment:	(a) A multiple choice test assessing their knowledge and understanding of key vocabulary. (b) A timed piece of evaluative writing.
Stretch and challenge:	Reading: Looking for God by Robert Kirkwood (published by Longman)

Science

Topics / tasks:	Ecosystems, Acids & alkalis, Earth and space	
Content and skills:	<p>Biology: Ecosystems This unit looks at ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity</p> <p>Chemistry: Acids and alkalis This unit looks at acids and alkalis and how they are described using a pH number. It looks at neutralisation reactions and some of their uses, and also introduces standard hazard symbols.</p> <p>Physics This unit builds on work from KS2 on the Solar System and looks at the Earth, including the seasons and gravity. It also looks at the Solar System and what is beyond the Solar System.</p>	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Calculating means • Identifying anomalous results • Understanding how scientific theories are developed • Spotting and explaining trends • Analysing data • Using scientific models • Drawing scientific diagrams • Graph Skills
Assessment:	Long assessment paper covering all topics completed so far in Year 7 Short end of topic tests	
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:	Gain an awareness of where Spanish is spoken and the importance of Spanish as a world language. Students will learn how to introduce themselves and greet others.
Content and skills:	Students will learn basic greetings to say their name, age, and birthdays, learning numbers 1-31, the days of the week and the months of the year and how to write dates. Students will also learn about where Spanish is spoken and its importance as world language.
Assessment:	Students are not formally assessed in this 12-week taster course. Informal vocabulary tests will be used throughout the term to check knowledge and understanding.
Stretch and challenge:	Pupils will be encouraged to carry out additional cultural research 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, or find out about a festival. Students will also be signposted to other Spanish learning resources they can access outside of lessons.