



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 7

## Curriculum Overview

### *Half Term 4*

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

<b>Topics / tasks:</b>	<b>The Elements of Art &amp; Design</b>
<b>Content and skills:</b>	Pupils will continue developing drawing skills, sketching from life and extending their understanding of creating 3D forms using perspective and tonal shading. Pupils will be exploring art made using a range of materials, during lockdown, this will depend on materials they have at home. Learning about how artists use colour will be one of the themes explored. Pupils' will then be encouraged to explore the role of colour in their own work.
<b>Assessment:</b>	Pupils' will need to upload work on a weekly basis for feedback by their class teacher. This may be in the form of a digital portfolio or using assignments within the team's class area. Feedback will be developmental and focused on how to improve or move work on to new areas of investigation.
<b>Stretch and challenge:</b>	Pupils are encouraged to create their own work beyond that set by the class teacher. We love to see all art made by the pupils' and the element of creative freedom often provides examples of work that is challenging and imaginative. Go beyond the work set for the class and show us something else...

# Computing

<b>Topics / tasks:</b>	<b>Discussion &amp; Research – Social, moral and ethical issues relating to image manipulation</b> <b>Editing Images – Photopea</b> <b>Creating digital animations</b>
<b>Content and skills:</b>	<p><b>Students will know how to:</b>          Identify what social, moral and ethical mean (linking to the topic)          Research using relevant key words and search criteria.          Choose relevant software for specific purpose.          How to give constructive feedback and evaluate.</p> <p><b>Students will be able to:</b>          Create digital images which are fit for purpose and audience.          Create digital animations which are fit for purpose and audience (test and run animations).          Select relevant hardware and software tools to aid the development of their imagery and animations.          Use key terms when discussing their work and when evaluating its success against the set criteria.          Save their work, using sensible file names and folder structures (including an assets).          Select, refine and edit a variety of resources to present and create.</p>
<b>Assessment:</b>	Teams form test: Ethics, Images, Animation For animation assessment on screen, feedback (verbal and written) Average of all 3 sections and give a final D/S/E Level
<b>Stretch and challenge:</b>	What is Photo manipulation: <a href="http://ipiccy.com/blog/what-is-photo-manipulation/">ipiccy.com/blog/what-is-photo-manipulation/</a> “Celebrity” views: <a href="http://www.bbc.co.uk/newsround/46467338">www.bbc.co.uk/newsround/46467338</a> If you have a phone or a camera you can animate!! You can use specialist software (on your phone or PC) or you could even create a Flick-book with paper and pens (lots of cool examples on YouTube, or use your imagination) <a href="http://ioi.london/latest/create-your-own-digital-animation/?qclid=EAlalQobChMlv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE">ioi.london/latest/create-your-own-digital-animation/?qclid=EAlalQobChMlv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE</a> (making animations)

# Design Technology

<b>Topics / tasks:</b>	<b>Top Trump graphic design project- focus on materials</b>
<b>Content and skills:</b>	<p>Students will continue work on their Top Trumps project. So far, students have investigated and designed Top Trump cards for a variety of metals and plastics. This half term, students will investigate:</p> <ol style="list-style-type: none"><li>1. Categories and Specific examples of wood</li><li>2. A variety of innovative smart and modern materials</li><li>3. A variety of composite materials</li></ol>
<b>Assessment:</b>	<p>Work will be set as assignments on teams. Student's will complete and submit work every lesson via assignments on teams to their teacher. Students will complete an end of term test and receive a grade based on this. Completed assignments (50%) and end of term test (50%) will make up student final grade for project.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Students should investigate additional types of smart &amp; modern materials and explore their applications.</li><li>• Students should investigate additional types of woods and explore their applications.</li><li>• Students should investigate additional types of composite materials and explore their applications.</li><li>• Student should not use the templates provided for the top trumps, instead design their own.</li></ul>

# English

Topics / tasks:	Reading <i>A Midsummer Night's Dream</i> by William Shakespeare	Public Speaking: The Natural World
<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:  <a href="http://www.bbcearth.com/regeneration-food/">www.bbcearth.com/regeneration-food/</a> ; <a href="http://www.bbcearth.com/shows/">www.bbcearth.com/shows/</a> ;  <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:  <a href="http://www.bbc.co.uk/newsround">www.bbc.co.uk/newsround</a> <a href="http://www.theguardian.com/uk/environment">www.theguardian.com/uk/environment</a>  <a href="http://www.bbc.co.uk/news/topics/cnx753jenyjt/environment">www.bbc.co.uk/news/topics/cnx753jenyjt/environment</a></p>

# Food & Textiles

<b>Topics / tasks:</b>	<b>Introduction to Food Preparation &amp; Nutrition and Design Technology-Textiles</b>				
<b>Content and skills:</b>	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.				
	<table border="1"> <thead> <tr> <th data-bbox="324 459 1232 518"><b>Food Preparation and Nutrition</b></th> <th data-bbox="1232 459 2132 518"><b>Textiles</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="324 518 1232 861"> <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> </td> <td data-bbox="1232 518 2132 861"> <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> </td> </tr> </tbody> </table>	<b>Food Preparation and Nutrition</b>	<b>Textiles</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>	<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>
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<b>Assessment:</b>	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.				
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>Sport, weather and future tense</b>
<b>Content and skills:</b>	Students will continue practising grammar notion of "jouer à"/ "faire de", opinions and present tense. They will learn how to speak about the weather, how to express future plans (where we will introduce a new irregular verb: aller) and will work on the grammar structure: si+ present+ future. They will practise this new content using listening/ reading/ writing/ speaking skills.
<b>Assessment:</b>	Regular vocabulary tests, quiz assignment to check the understanding of grammar notions taught, written piece of homework and a formal grammar assessment on present tense formation.
<b>Stretch and challenge:</b>	Students can write longer paragraphs about the sports/ activities they like, do not like, why, when they do them, who with, what they will do next week, etc. They can challenge themselves by using a variety of verbs and vocabulary, connectives, intensifiers etc. They can also do some research on the sports that are played in francophone countries, and compare with England.



# Geography

<b>Topics / tasks:</b>	<b>Africa</b>
<b>Content and skills:</b>	Students will study the diverse human and physical geography of the continent of Africa, exploring the history of this continent, the countries and capital cities as well as the key rivers, mountains, lakes and deserts. Students will then study a contemporary geographical issue or challenge facing one region of Africa.
<b>Assessment:</b>	A knowledge test on Africa.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available for this topic under year 8 unit 6 at: <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a> Watch the BBC Africa documentary series (available on BBC iPlayer): <a href="https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa">https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa</a>

# German

<b>Topics / tasks:</b>	<b>Conversational German language and an introduction to some basic German grammar.</b>
<b>Content and skills:</b>	Vocabulary related to colours and countries. Different words for 'a'/'the' in German and looking at nominative and accusative cases and the different roles words play in a sentence. They will be focussing on improving all four skills in German: speaking, listening, reading and writing.
<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

<b>Topics / tasks:</b>	<b>Could a Medieval King do whatever he liked?</b> <b>The struggle between Church and Crown in Medieval England.</b> <b>The struggle between Parliament and the Crown in Medieval England.</b>
<b>Content and skills:</b>	Pupils will assess who had more power in Medieval England – the Church or the King. They will study the causes of the murder of Thomas Becket; the events, the role of chance and the consequences of the murder. Pupils will determine who was to blame for Becket's murder, and who benefitted. They will then study reasons for King John's unpopularity and the growing demands of his Barons. Pupils will learn the causes and clauses of Magna Carta and judge its significance. Finally, Year 7 will learn about the emergence of Parliament. Pupils will use examples to practise comparative judgements and will develop their primary source analysis skills.
<b>Assessment:</b>	Year 7 will 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 world history provide context for the eras studied in lessons. Ask your teacher for these tasks. Pupils are also encouraged to learn more about Magna Carta on the National Archives website ( <a href="http://www.nationalarchives.gov.uk/education/medieval/magna-carta/">www.nationalarchives.gov.uk/education/medieval/magna-carta/</a> ) and read Ian Mortimer's <i>The Time Traveller's Guide to Medieval England</i> in order to better understand England in the 12 <sup>th</sup> and 13 <sup>th</sup> centuries

# Latin

<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

<b>Topics / tasks:</b>	<b>Equivalent fractions and simplifying fractions</b> <b>Converting between mixed numbers and improper fractions</b> <b>Four operations with fractions</b> <b>Finding a fraction of a quantity</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 4 assessment
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.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

<b>Topics / tasks:</b>	<b>Soundscapes</b>
<b>Content and skills:</b>	Exploration of the techniques used in combining musical elements and features to convey atmosphere and emotion Analysis of existing 'soundscapes' and how different composers have created mood in their music Composition of a short soundscape to represent the setting of 'The Haunted House'
<b>Assessment:</b>	Completion of assessed listening activities, which will require pupils to respond to existing soundscapes identifying features, and also make detailed compositional suggestions in response to a brief/setting Composition activity to create a short soundscape representing the setting of 'The Haunted House' (NB – this will be an optional activity if 'remote learning' is still in place)
<b>Stretch and challenge:</b>	Researching the genre of 'programme music' - discovering the era when this term was first used, and some composers who worked within this genre Using whatever musical equipment or online resources available, pupils can create additional 'soundscapes', setting their own creative brief

# PHSE

<b>Topics / tasks:</b>	<b>Jobs and careers</b>
<b>Content and skills:</b>	Over the course of this unit of work students will learn about the following; 1 – Careers and your Future. 2 – Personal Qualities and Skills. 3 – Career Management and Setting Goals. 4 – Finding Careers Information. 5 – Labour Market Information (LMI)
<b>Assessment:</b>	Content based end of unit assessment.
<b>Stretch and challenge:</b>	Students can use websites such as <a href="#">National Careers Service</a> , <a href="#">BBC Bitesize Careers</a> , <a href="#">ICould</a> , <a href="#">STEM Learning</a> for more information.

# Physical Education

<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. Understand the importance of warming up before physical activity 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

<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. (b) A timed piece of extended writing.
<b>Stretch and challenge:</b>	Reading: <i>Mark's Gospel</i>

# Science

<b>Topics / tasks:</b>	<b>Ecosystems, Acids and Alkalis, Electricity</b>	
<b>Content and skills:</b>	<p><b>Knowledge</b></p> <p><b>Muscles and Bones</b> 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> This topic focuses different methods which can be used to separate different substances</p> <p><b>Current electricity</b> 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>• Spotting and explaining trends</li> <li>• Analysing data</li> <li>• Using scientific models</li> <li>• Drawing scientific diagrams</li> <li>• Graph Skills</li> </ul>
<b>Assessment:</b>	A short test at the end of each topic.	
<b>Stretch and challenge:</b>	By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>	

# Spanish

<b>Topics / tasks:</b>	<b>Students will already be able to greet and introduce themselves giving basic information but now they will learn how to say what they 'have/have not got' beginning with school equipment and moving on to talking about friends, pets and family and basic description. By the end of the course, students will have a good feel for Spanish and the basic sounds and elements of the language to take into year 8, if they choose it as an option.</b>
<b>Content and skills:</b>	Students will learn to recognise masculine/feminine/plural nouns/adjectives and know how to use negatives. They will then use this language to talk about family, pets and school objects 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 about themselves and family members.
<b>Assessment:</b>	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, and they will complete cultural tasks to show and develop research skills.
<b>Stretch and challenge:</b>	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.