



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview ***Half Term 6***

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, Latin, 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:	Textures, patterns, and mark making
Content and skills:	Pupils will explore the use of mark making in creating the illusion of texture and in describing different surfaces. We will be returning to rooms that do not allow for painting and so pupils will be using pen/pencil for the remainder of the year. Pupils' ability to discuss and evaluate the art work of others will be developed through contextual activities and weather permitting we will aim to spend some time outside drawing from nature.
Assessment:	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.
Stretch and challenge:	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.

Computing

Topics / tasks:	Web design and development
Content and skills:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use SERIF WEBPLUS or ROCKETCAKE to set up a three-page website, which is fit for purpose and audience • Creating functional Webpages with internal/external hyper-links • Include navigation bars, backgrounds, font styles, colours, animation & graphics • Publish/view to check layout / user experience • Advanced tools/functions: Master pages, rollover buttons, video & sound and bespoke editing • Select and refine relevant sources of information. <p>Students will be able to discuss:</p> <ul style="list-style-type: none"> • Set criteria / Audience – what is suitable • Sources of information / Relevance of information & images • Quality of information & images / Structure & layout
Assessment:	Teacher assessed work Website) D/S/E - Teams form Quiz / 12- Homework – designing one of the pages (consistency/label)
Stretch and challenge:	<p>Online web builder: http://www.rocketcaketutorials.com/videos.html & https://www.ambiera.com/rocketcake/</p> <p>Advice: https://www.feelingpeaky.com/9-principles-of-good-web-design/</p> <p>Career Fundamentals: Web Designer Vs. Web Developer: https://www.youtube.com/watch?v=r-WEoQbfwaw</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:	Romantic Poetry	Travel Writing
Content and skills:	Reading <ul style="list-style-type: none"> • Reading a collection of Romantic poems. • Studying the relevant contexts of the Romantic era and authors. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Identifying and explaining methods and vocabulary using relevant terminology. • Identifying and explaining form and structure of poems using relevant terminology. • Exploring purposes for writing. 	Writing <ul style="list-style-type: none"> • Studying language used within travel guides, brochures and journalism. • Exploring genre, audience and purposes of writing. • Exploring structural conventions of different genres. • Reading and analysing a variety of travel writing texts. • Studying technical accuracy of writing. • Applying methods and vocabulary in own travel writing pieces. • Create own travel brochure.
Assessment:	Completing a comprehension reading assessment on Romantic poetry.	Completing travel writing piece.
Stretch and challenge:	<ul style="list-style-type: none"> • Read further poetry and novels by Romantic authors: Blake, Wordsworth, Shelley, Coleridge etc. • Research different types of poetry here: https://www.bbc.co.uk/bitesize/topics/zqsvbqt 	<ul style="list-style-type: none"> • Read travel journalism articles in newspapers and magazines. • Research travel writing further here: https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z7gkdp3

Food & Textiles

Topics / tasks:	Food Preparation & Nutrition and Design Technology-Textiles	
Content and skills:	Depending on rooming, students will either have started 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	Textiles
	<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 	<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:	<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>	
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 and home and where to go on holiday
Content and skills:	This half-term students will continue studying the topic of HOME. They will be able to speak about where they live. They will be able to describe where they live and their house and give opinions about it, justifying them. They will then learn about the topic of holiday, revisiting the weather and the SI structure with the future tense. They will practise this new content using listening/ reading/ writing/ speaking skills. We will also review all content seen this year, especially in grammar the present of – ER verbs and the 4 irregular seen this year: avoir/faire/aller/être.
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 with a speaking task that will wrap up this year learning.
Stretch and challenge:	Students can write longer paragraphs about where they live using structures learnt to date: variety of verbs and verb forms in present and future tenses, a range of vocabulary, connectives, intensifiers, opinions.

Geography

Topics / tasks:	Africa	Rocks and Resources
Content and skills:	Students will continue to study contemporary challenges and opportunities within the continent. Students will study the Horn of Africa, its climate and study Djibouti.	Students will examine the different types of rocks and the rock cycle and identify the differences between each type and explain how they are formed. Students will then examine what fossils are and how they form, as well as the importance of geological timescales. Students will then apply this knowledge to examine the geology of the UK, the types of rocks found here and why. Students will assess the importance of soil and oil as resources and how the use of these resources creates both opportunities and challenges.
Assessment:	Africa assessment	A knowledge test on the topic of rocks and resources.
Stretch and challenge:	<p>Students can explore the topic further by completing the lessons and quizzes available for this topic under year 8 unit 6 at: https://continuityoak.org.uk/lessons</p> <p>Watch the BBC Africa documentary series (available on BBC iPlayer): https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa</p>	<p>Students can explore the topic further by completing the lessons and quizzes available for this topic under year 7 unit 2 at the following website:</p> <p>https://continuityoak.org.uk/lessons</p> <p>Use the land as a resource lessons available at: https://www.bbc.co.uk/bitesize/topics/zjsc87h</p>

German

Topics / tasks:	Conversational German language and an introduction to some basic German grammar
Content and skills:	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.
Assessment:	Vocabulary tests on the different sections of new vocabulary.
Stretch and challenge:	Researching German speaking countries or famous German speakers.

History

Topics / tasks:	What role did war play in late Medieval England? The Crusades and the Hundred Years War
Content and skills:	<p>Pupils will learn about why the Crusades began and who and why men fought in the Crusades. Enquiry questions will be investigated, including: What is a crusade? What was the historical significance of Jerusalem? Why did the Emperor of the Christian Byzantine Empire in the east ask the Pope for help; and what did the Pope do?</p> <p>They will learn about specific leaders, such as Richard the Lionheart and Saladin the Merciful and specific battles such as Hattin and Acre. Pupils will conclude by assessing the legacy of the Crusades.</p> <p>Year 7 classes will then move on to the Hundred Years War and will use primary and secondary sources to explain why England and France fought a war for over a century. Primary and Secondary sources will again be used to judge differing interpretations of Joan of Arc.</p>
Assessment:	Year 7 will complete a factual knowledge test on the Crusades and Hundred Years War.
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 Peter Frankopan's <i>The First Crusade: The Call from the East</i> or Steven Runciman's <i>A History of the Crusades I</i> in order to better understand the purpose and reality of the Crusades.

Latin

Topics / tasks:	The Town of Pompeii
Content and skills:	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.
Assessment:	Vocabulary tests and a written task analysing why Pompeii was a good place to live and work.
Stretch and challenge:	Read about life in Roman times or watch a documentary about Pompeii.

Maths

Topics / tasks:	Review of basic angle facts from KS2 Formal notation for angles and geometric figures Properties of 2D shapes Measure and draw angles Construct SAS, ASA and SSS triangles Solving algebraic problems in the context of angles
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:	No final department assessment is scheduled, but teachers may conduct their own assessments to pinpoint topics that require improvement.
Stretch and challenge:	<ul style="list-style-type: none"> • Complete extra work using https://spaxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Revision of the five topics covered in the year so far, in preparation for 'End of Year 7 Listening Assessment'
Content and skills:	Revision of Vocal Music, Samba Percussion, Fanfares, Soundscapes and Gamelan through listening and further practical exploration. This is in preparation for an end of year listening assessment.
Assessment:	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
Stretch and challenge:	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

PHSE

Topics / tasks:	Summer safety
Content and skills:	<p>An overview of what is meant by risk and what specific risks are more likely to be experience during summer.</p> <p>How to manage risk and complete a risk assessment</p> <p>An understanding of skin health and how to stay safe in the sun.</p> <p>The importance of staying hydrated.</p> <p>How to manage risk around open water and the dangers of cold-water shock</p> <p>How to travel independently and safely</p> <p>An overview of basic first aid.</p>
Assessment:	Assessment via a mix of end unit assessment and on-going teacher assessment in class.
Stretch and challenge:	Access the St John's Ambulance First Aid website.

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:	Hinduism
Content and skills:	Pupils will have the chance to examine the beliefs and practices of Hinduism. They will consider what life is like for a Hindu in Britain today.
Assessment:	(a) A key concept vocabulary test. (b) A timed piece of extended writing.
Stretch and challenge:	Reading: <i>Looking for God</i> by Robert Kirkwood (published by Longman), AQA Hinduism Textbook

Science

Topics / tasks:	Ecosystems, Acids and alkalis, Earth and space Practical investigations	
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: Earth and space 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>Planning a scientific investigation including writing methods</p> <ul style="list-style-type: none"> • Carrying out a range of practical procedures • Collecting results and observations from practical work • Analysing results and drawing conclusions from the results • Linking observations and results to scientific theory • 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:	Short end of topic tests	
Stretch and challenge:	<p>Working through relevant exercises on www.senecalearning.com and BBC bitesize KS3 science https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p>Watching/listening to BBC CrowdScience podcasts https://www.bbc.co.uk/programmes/p04d42rc</p>	

Spanish

Topics / tasks:	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 describing them. 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.
Content and skills:	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 about themselves to a pen pal using connectives.
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.