



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview *Half Term 1*

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:	An exploration of drawing and an introduction to the formal elements of art & design.	What is Art & Design and how does it impact my life?
Content and skills:	<p>Drawing</p> <ul style="list-style-type: none"> • How to sketch using basic shapes as the starting point. Guidelines and mapping a composition. • The use of mark making in describing light, contrast, texture, form, and shape. • Expressive drawing and exploring a range of styles. • Detail and viewpoints- extracting key information and creating an interesting drawing over the pursuit of realism only. • Two-point & three-point perspective drawing. 	<p>Annotation</p> <ul style="list-style-type: none"> • Describing imaginatively work presented to them and in reviewing their own artwork. • Referring to the formal elements of art & design. • Communicating clearly, effectively, and imaginatively. • Using a range of specialist vocabulary. • Using adjectives to describe the properties of the materials • Using adverbs to describe how the materials were used • Using verbs to show the feelings they get from the art effect.
Assessment:	<p>Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.</p>	<p>The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.</p>
Stretch and challenge:	<p>Students will create electronic portfolios, photographing their work using their phone, then uploading their presentations on MS teams. Teachers will then provide digital developmental comments.</p> <p>Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn. Taking greater risks and exploring the use of texture and space through more creative drawing techniques. Examples provided.</p>	<p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.</p>

Computing

Topics / tasks:	System use (good working practices) Audience & purpose Digital literacy & E-Safety
Content and skills:	<ul style="list-style-type: none">• How to use ICT and use it well.• School protocols and accessibility.• Be able to follow a brief and produce materials suitable for a certain audience, selecting relevant tools to enhance.• Be safety conscious and aware, recognising the importance of their "digital footprint" and how to stay safe.
Assessment:	<ul style="list-style-type: none">• Baseline test /66• Diagnostics test /20• Teacher observation
Stretch and challenge:	<ul style="list-style-type: none">• Inform others - verbally, through the production of materials or at home (editing settings etc.).• Digital literacy and on-line safety videos from Bitesize, CEOP and Teach Computing

Design Technology

Design Technology projects take place over the course of an entire term; this work therefore covers until Christmas.

Topics / tasks:	They will investigate, design and make an air freshener that will be manufactured using CAD/CAM (laser cutter). Students will also investigate, design and make packaging for the air freshener.
Content and skills:	<p>Students will:</p> <ul style="list-style-type: none">• Experiment with exploring contexts• Conduct various investigations including product analysis and fragrance research• Learn how to write a specification• Explore the theory of automation in manufacturing, CAD/CAM and specific examples.• Learn how to produce initial design and refine them into suitable design solutions throughout the develop process.• Learn how to produce a clear, concise and detailed final design presentation drawing.• Use a variety of tools and equipment to manufacture their air freshener- Students will use their own equipment for this. However, if they choose to use a paper drill to cut out the hole for the elastic, the equipment will be sanitised before and after use, and will only be used in the Year 7 bubble. Any materials required- such as the elastic to hang the air freshener up- will be pre-cut before the lesson and distributed to the student safely.• Investigate existing packaging, design and develop their own packaging.• Reflect on their project and outcome through a comprehensive evaluation.
Assessment:	<ul style="list-style-type: none">• There are two main assessment points in this project; one half way through the project and the second at the end the project. Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project-specific table. Following this feedback, students will be given time to correct and improve work and to also 'go further' where all tasks are completed to a high standard.• Along with this table format, students will receive more specific feedback where appropriate. For example, if a student has completed something to a very high standard, or if a student has struggled with a task, then personalised comments and instructions will be used.• Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability.
Stretch and challenge:	<p>Apply their knowledge and understanding of automation manufacturing and CAD/CAM through additional investigation i.e. through the internet or text books.</p> <p>Students could choose any product they are familiar with, such as a mobile phone, console controller etc. and investigate how these are designed, developed and manufactured. Student could then share their findings with the teacher / class.</p>

English

Topics / tasks:	A Midsummer Night's Dream by William Shakespeare	Fantasy Writing
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 • Communicating clearly and structuring a written response 	<p>Writing</p> <ul style="list-style-type: none"> • Writing to describe • Applying the conventions of the fantasy genre • Understanding a piece of writing as a crafted construct. • Reading extracts from a range of fantasy authors including: J.K. Rowling, J.R.R. Tolkein, Joe Abercrombie, Peter S Beagle, Robin Hobb, Patrick Rothfuss, Cat Hellisen, Neil Gaiman, Philip Pullman, HP Lovecraft, Charles Perrault and Terry Pratchett. • Communicating clearly, effectively and imaginatively • Using a range of vocabulary for effect • Using a range of linguistic methods for effect • Using a range of sentence types (simple, compound, complex) and varied sentence starters for clarity, purpose and effect.
Assessment:	Writing a short essay about a key character in a key scene.	Writing a fantasy description based on a written prompt.
Stretch and challenge:	Reading or watching other comedies by Shakespeare such as <i>Twelfth Night</i> , <i>As You Like It</i> , or <i>Much Ado About Nothing</i> .	Reading texts within the fantasy genre such as the Harry Potter series by J.K. Rowling, <i>The Chronicles of Narnia</i> by C.S. Lewis, <i>Artemis Fowl</i> by Eoin Colfer, <i>The Lord of the Rings Trilogy</i> by J.R.R. Tolkien.

Food & Textiles

Topics / tasks:	Theory	Practical skills
Content and skills:	<p>Knowledge on health and safety, rules of the food room and food equipment.</p> <p>Students will cover theory on: Equipment, safe storage of food, how to wash up safely, cutting grips, enzymatic browning, preservation of food, gluten formation, kneading, function of yeast, dextrinization, how to use an oven, history of bread, cross contamination, high risk foods.</p>	<p>A range of skills needed to make batons and dips, bread buns and cheese and onion bread will be discussed with pupils with the aid of video demonstrations and photos. The skills covered will include:</p> <p>Safely and accurately demonstrate good hygiene, weighing and measuring, use of knife, peeler, grater, hob, oven, shredding, grating, chopping, kneading, shaping and proving dough, baking, rubbing in method, cracking and separating eggs.</p>
Assessment:	<p>Students will complete two tests, the first test will test knowledge that may have been covered in Yr6; the second test will cover the content delivered this half term.</p>	
Stretch and challenge:	<p>Reading further into the topics covered; this can include watching videos and reading material online on websites such as www.foodafactoflife.org.uk/</p>	<p>Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.</p>

French

Topics / tasks:	School subjects Opinions and reasons (i.e. J'aime le français car c'est très intéressant) Intensifiers and connectives to improve sentences Present tense of verb AVOIR (to have)(1st irregular verb)
Content and skills:	<ul style="list-style-type: none">• Learning new vocabulary, not only to be able to recognise the words in reading and listening tasks, but also to be able to produce them for speaking and writing tasks.• Producing sentences• Working on pronunciation patterns
Assessment:	<ul style="list-style-type: none">• Regular vocabulary tests and conjugation tests• Grammar practice exercises• Formal listening assessment
Stretch and challenge:	<ul style="list-style-type: none">• Completing extra writing tasks• Using internet vocabulary builders• Revisiting vocabulary (making sure the spelling is correct) and grammar points

Geography

Topics / tasks:	The Geography of Durham	Map Skills
Content and skills:	<ul style="list-style-type: none"> • The difference between human, physical and environmental geography. • The distinctive physical and human geography of the UK. • Using geographic terminology to clearly locate our location within the UK. • The location and main features of Durham. • Key changes in the geography of Durham over time. • The climate of Durham. 	<ul style="list-style-type: none"> • Locating key physical and human features of the UK onto a map. • Identifying key features using a sketch map. • Use of satellite images and maps to identify change in an area. • Identifying and interpreting map symbols used on OS maps. • Reading 4 & 6 figure grid references to locate key places. • Use of different scales to calculate distance on a map. • Interpret relief accurately on an OS map, using spot heights, shading and contour lines. • Understanding of GIS (Geographic Information Systems) maps.
Assessment:	Completing a written assessment on the location of Durham. Question: <u>Why is Durham located where it is?</u>	Completing a map test on the location of human and physical features in the UK.
Stretch and challenge:	Researching the physical and human geography of Durham and investigating what makes Durham unique.	Exploring the different map skills pages on the OS website and completing the online quizzes: www.ordnancesurvey.co.uk/mapzone

German

Topics / tasks:	An introduction to German culture and conversational German language.
Content and skills:	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. They will also look at the concept of grammatical gender in German. 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:	Historical sources on life in the Roman North East.	Essay skills on the Viking raid on Lindisfarne.
Content and skills:	<p>Students will be learning about local Roman forts and towns. They will also learn history of Roman religion, migration, military and transport/trade. Students will learn about all these topics by studying a mysterious local Roman artefact – the Binchester head.</p> <p>Students will develop their source analysis skills. By investigating the Binchester head, and a series of related sources, they will learn to judge reliability and utility. They will determine reliability and utility by judging the relevance and trustworthiness of source content and provenance.</p>	<p>Students will be learning about the Viking raid of Lindisfarne island in 795AD. They will learn about the various reasons why the Vikings first invaded the British Isles.</p> <p>Students will develop their essay writing skills. By investigating the different reasons for invasion students will practice forming clear judgements, explaining points and supporting points with evidence. They will learn to compare different points/factors and write counter arguments.</p>
Assessment:	<p>Writing an essay. Students will answer the following question: <i>How useful is this source for understanding what life was like in Roman North East England?</i> About a source – they must judge the reliability and utility and explain their judgement or the source with evidence.</p>	<p>Writing an essay. Students will answer the following question: <i>Why did the Vikings raid Lindisfarne?</i> They must judge the importance of numerous reasons and explain their judgement with evidence.</p>
Stretch and challenge:	<p>Researching what life was like in Roman forts, particularly in the North East. Reading the following guide to using sources: Guide to Historical Sources</p>	<p>Researching Viking technology and trade. Research the history of religious settlement on Lindisfarne. Read and complete the tasks on the following PowerPoint: Viking Migration</p>

Mandarin

Topics / tasks:	Greetings in Chinese. Chinese pinyin and character system. Numbers
Content and skills:	<ul style="list-style-type: none">• Understanding greeting: Ask and answer one's name.• Chinese pinyin system including initials, finals and tones.• Chinese character system including strokes, stroke orders and simple Characters• Numbers 1-99
Assessment:	Mini tests on basic greetings.
Stretch and challenge:	<ul style="list-style-type: none">• Being able to write the Chinese characters• for greeting and numbers 1-20• Being able to count from 1-99 in Chinese.• Researching the lucky numbers in Chinese culture.

Maths

Topics / tasks:	Ordering numbers and use of inequality notation. Rounding, significant figures and bounds. Addition and subtraction including decimals and negative numbers.
Content and skills:	<ul style="list-style-type: none">• Consolidation of arithmetic skills learned in KS2.• Application of skills to new contexts including upper and lower bounds, perimeter, median and directed number.• Students will also develop their reasoning and problem solving skills.
Assessment:	Half term assessment 1 on work covered in the first 5 weeks.
Stretch and challenge:	<ul style="list-style-type: none">• Completing extra work using Hegarty Maths and Corbett Maths websites.• Completing enrichment tasks on the Nrich website: www.rich.maths.org

Music

Topics / tasks:	The Human Voice Basic Musical Literacy
Content and skills:	<ul style="list-style-type: none">• Exploring different voice types• Analysing a range of accompanied and a cappella songs• Using the elements of music to analyse songs and describe features in them
Assessment:	Completing assessed listening activities, which will enable them to reveal an understanding of vocal style, voice type and the elements of music
Stretch and challenge:	<ul style="list-style-type: none">• Listening to a wider range of vocal music using YouTube and other sources• Finding a song that has been recorded by a number of artists and comparing versions

Physical Education

Topics / tasks:	Fitness activities and basic invasion game skills.
Content and skills:	<ul style="list-style-type: none">• Developing and improving basic levels of cardio-vascular fitness.• Developing basic invasion games skills such as catch, kick and pass.
Assessment:	Attending extra-curricular clubs and participating in sports clubs outside school
Stretch and challenge:	A timed cross-country run and a conditioned game.

Religious Education

Topics / tasks:	Having a faith: Why do people believe in God?
Content and skills:	Pupils will have the chance to examine two key arguments for the existence of God: the Cosmoligical Argument (Thomas Aquinas) and the Teleological Argument (William Paley). They will develop the skill of analysing an argument to assess it for its strengths and weaknesses.
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:	Cells, Tissues, Organs and Systems The Particle Theory Energy	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Cells, Tissues, Organs and Systems</p> <ul style="list-style-type: none"> • The seven life processes • Organs in animals and plants • Cells and tissues in animals and plants • Organ systems <p>The Particle Theory</p> <ul style="list-style-type: none"> • Solids Liquids and Gases • Particles • Diffusion • Air Pressure • Pure Substances and mixtures <p>Energy</p> <ul style="list-style-type: none"> • Energy from food • energy transfers • fuels • energy resources 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Learning to use a microscope • Calculating magnification of a microscope • Understanding how scientific theories are developed • Spotting and explaining trends • Using scientific models.
Assessment:	A combined short and long answer test covering all three topics in the penultimate week of half term.	
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:	<ul style="list-style-type: none">• They will learn basic greetings• 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:	<ul style="list-style-type: none">• Students are not formally assessed in this 12-week taster course• Carrying out research each week and will be given feedback and awarded house points for quality work.• 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:	<ul style="list-style-type: none">• 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, find out about a festival or famous person.