



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview *Half Term 2*

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:	Drawing, Photography and Contextual Studies
Content and skills:	<p>Summary of first half-term: Pupils have been developing their understanding of drawing with a focus on perspective, and how to sketch using simple shapes and lines as initial starting points for any drawing. Pupils have started to evaluate their work and the work of others in relation to the elements of art.</p> <ul style="list-style-type: none">• Creating 3D forms using tonal shading and perspective will continue, with observational studies becoming a main theme. Mark making in describing light, contrast, texture, form and shape. Copying from an image may occasionally be used, but primarily pupils will work from life. This may involve an organic form, or a structure made by the pupil.• Expressive drawing will develop, with the question- what makes a 'good' drawing? A subject of investigation.• Photography will be explored as part of homework tasks, editing images and relating outcomes the world of photography. Pupils will use their phone or camera in recording subjects related to class work. Occasionally there may be a task based on other themes, designed to broaden their understanding of photography.• Analysing artwork with reference to the elements of art through written annotation and visual studies will be developed. Using a range of specialist vocabulary, adjectives to describe the properties of the materials, adverbs to describe how the materials were used, verbs to show the feelings they get from the art effect.
Assessment:	<p>Pupils will receive feedback throughout the lesson with teacher/pupil conversations. Positive developmental comments will be shared as the work progresses. Work uploaded to Teams will receive acknowledgement and developmental comments when appropriate. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements will be mapped and used in relation to feedback. During any absence, pupils are encouraged to send images of their work for feedback via Teams.</p>
Stretch and challenge:	<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. 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:	Students will be taught how to recognise bias and “fake news”. They will then go on to create articles and leaflet using MS Word and MS Publisher.
Content and skills:	<p>Discuss: What is fake news and how do we spot it?</p> <ul style="list-style-type: none">• Use this knowledge to: Create a “fact sheet” / poster in Publisher for your target audience that will inform them about fake news and how to spot it!• Discuss: What is Word Processing? Where have we / might we use it? What tools and features are available to us?• Use this knowledge to: Complete a range of activities, identify software use and many of the main tools (test at end to consolidate)• Use your knowledge of WP to: Edit an article by adding a new story, changing the font style, colour and size. Then introduce relevant images and formatting so it is fit for purpose.• 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. (planning skills)• Use your skills in DTP to: Use your HDD to create their leaflet.• Evaluative skills: Improve and enhance based on your own evaluation and feedback from one of your peers.
Assessment:	<p>On-line Word Processing test / 9 Teacher assessed work x 2 (article and leaflet) D/S/E Homework – Teams test /10 (features of DTP)</p>
Stretch and challenge:	<p>Checklist: Can you.... http://blog.iacademy.com/computer-apps/27-word-processing-skills-students-know/#</p> <p>Create an invitation to an event of your choice using: www.canva.com (use your school email to sign up to the free option) Extension: A different design for a different purpose.</p> <p>Create a new logo for your house(Annand, Heaviside, Kenny or Wakenshaw) or logo for Marvel, Disney, Star Wars or Harry Potter - using: www.gimp.org or www.photopea.com (free image editing software)</p>

Design Technology

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

Topics / tasks:	Design & make an air freshener
Content and skills:	<ul style="list-style-type: none">• Investigate packaging- look at existing packaging and write comments about them• Research graphic design- the investigate typography and expressive words and complete design tasks• Packaging designing- this is where you design your packaging• Manufacture packaging- this is where packaging will be made• Evaluate final outcome- reflect on the final outcome• Point of sale stand investigating and designing- investigate and design some ideas for a point of sale stand
Assessment:	Students will complete a portfolio of evidence as well as making a completed air freshener. They will also have a multiple choice test.
Stretch and challenge:	Students should consider how their design can be adapted for mass / batch production

English

Topics / tasks:	Continuing <i>A Midsummer Night's Dream</i> by William Shakespeare (Please see details in previous Curriculum Overview) Reading the Environment in our Media	Continuing Fantasy Writing (Please see details in previous Curriculum Overview) Public Speaking: The Natural World
Content and skills:	Reading <ul style="list-style-type: none"> • Reading newspaper articles on a variety of environmental topics to explore the writers' viewpoints. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Identifying and explaining methods and vocabulary used by the writer using relevant terminology. • Exploring purposes for writing. 	Speaking and Listening <ul style="list-style-type: none"> • Studying a range of speeches on the natural world. • Studying how to deliver an effective speech. • Communicating verbally in a clear, formal way with organised ideas. • Listening and responding clearly to questions.
Assessment:	Write a short essay to explore how the writer presents her viewpoint on palm oil in a newspaper article.	Write and deliver a speech on a chosen topic.
Stretch and challenge:	Keep up to date with current events by reading newspaper articles, such as these: www.bbc.co.uk/newsround www.theguardian.com/uk/environment www.bbc.co.uk/news/topics/cnx753jenyjt/environment	Watch the following videos to research environmental topics and make note of how the speakers communicate persuasively: Blue Planet Chasing Ice www.bbcearth.com/regeneration-food/ www.bbcearth.com/shows/ www.youtube.com/watch?v=du5d5PUrH0I

Food & Textiles

Topics / tasks:	Theory	Practical
Content and skills:	<p>Students will cover information on: Gain knowledge of how to cook rice and pasta in order to prepare to make it, including bacteria and food poisoning. Seasonal food – advantages and disadvantages, sustainability, food miles and the effect on the environment. Kitchen equipment, safe use of a hob and combining hob and oven skills when cooking. Different ways to cook vegetables, nutrients in vegetables, devaluing nutrients with heat and the sections of the Eat well guide. Understand the functions of nutrients in your body and the difference between Macro and Micro nutrients. Methods: The rubbing in method, how to create a scone dish. Planning skills - a practical, timings and quality control checks.</p>	<p>A range of skills to make rice / pasta salad and cheesy pin wheels will be discussed with pupils with the aid of video demonstrations and photos. The skills covered will include: Safely and accurately demonstrate good hygiene, weighing and measuring, use of knife, hob, oven, rubbing in method, chopping onion, cracking an egg, making a soft sticky dough, cooking rice, draining rice, slicing onion, garnishing / boil pasta, drain pasta, chopping onion, mixing salad, peel and chop vegetables, fry vegetables, fill and fold tortilla wrap.</p>
Assessment:	<p>Students will complete a test at the end of half term that 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:	Present tense of –ER verbs (jouer/aimer/manger/danser...) - Negation (ne + verb +pas) - The time (i.e. il est 2 heures vingt)
Content and skills:	Using the grammar rules seen to produce accurate pieces of work. Producing longer sentences, giving more details in writing and speaking. Dealing with longer texts for their reading and listening task
Assessment:	Test on vocabulary and verbs forms in the present tense - Reading and listening comprehension tasks - Formal writing assessment
Stretch and challenge:	Writing longer paragraphs using a variety of vocabulary learnt and practising the grammar rules seen so far. - Producing a poster to explain what subjects they do in school, at what time, which ones they like/don't like, what do they do in their subjects etc.

Geography

Topics / tasks:	The Geography of Durham	Rivers and Flooding
Content and skills:	Students will examine current land use and how it has changed as well as World Heritage sites in Durham.	Students will examine the key features of a river drainage basin, water cycle, long and cross profiles and the processes that shape rivers from source to mouth before studying the formation of waterfalls, meanders and oxbow lakes.
Assessment:	An end of unit test on the Geography of Durham and map skills.	A knowledge recall test on the features of a river basin and the water cycle.
Stretch and challenge:	Explore other World Heritage sites around the world at: whc.unesco.org/en/list/	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 available on BBC iPlayer.

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:	1066: The Year of Crisis
Content and skills:	<p>Students will be learning about key events regarding the crises of 1066: the succession crisis; the competing claimants to the throne; the invasions of the north and the south, and the key battles of Fulford, Stamford Bridge and Hastings.</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 write an essay explaining why William of Normandy was victorious in the Battle of Hastings. They must judge the importance of numerous reasons, both long and short term, and explain their judgement with evidence.</p>
Stretch and challenge:	<p>Researching key figures and events from the period, including Harold Godwinson, Harald Hardrada, William of Normandy and Edgar Ætheling.</p> <p>Reading the historical novel <i>The Last English King</i> by Julian Rathbone.</p> <p>Watching the documentary series <i>1066: A Year to Conquer England</i>, currently available on Amazon.</p>

Mandarin

Topics / tasks:	How to say family member; colours and hobbies. Learn basic verb 'have/not have'; 'like /dislike.
Content and skills:	Vocabulary related to family; colours and hobbies. Use of 'have/not have' like/dislike in sentences. Understand the position of the verb in Chinese sentence. They will be focussing on improving all four skills in Mandarin-speaking, listening, reading and writing. By the end of the course, students will have a good understanding of the basic elements of the language to take into year 8 if they choose it as an option.
Assessment:	Class tasks, usually reading & writing, in the form of mini worksheets, will also be monitored to check understanding and extra support given if needed.
Stretch and challenge:	Be able to write the Chinese characters for family members Research the different names for members of the extended family in Chinese.

Maths

Topics / tasks:	Multiplication and division methods including arithmetic with negative and decimal numbers. Factors, Multiples and Primes Area Calculating the Mean
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:	Half term assessment 2
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Samba
Content and skills:	Exploring the context and background to Brazilian Samba music Analysis of the main musical characteristics Using the musical elements to describe Samba music
Assessment:	Completing assessed listening activities, which will enable pupils to reveal an understanding of samba music, its main features, and the elements of music
Stretch and challenge:	Listen to a wider range of Latin American music using YouTube and other sources Compare the style of Samba with other Latin American styles, such as Salsa, Tango, and Rumba

Physical Education

PE units take place over the course of an entire term; this overview is therefore identical to last half term's.

Topics / tasks:	Fitness activities and basic invasion game skills.
Content and skills:	Developing and improving basic levels of cardio-vascular fitness. Developing basic games skills such as catch, kick and pass.
Assessment:	A timed cross-country run and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school when these become available.

Religious Education

RE units take place over the course of an entire term; this overview is therefore identical to last half term's.

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 Cosmological 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:	Reproduction Atoms, Elements and Compounds Forces	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Reproduction</p> <ul style="list-style-type: none"> • Sexual reproduction • The human reproductive system • Fertilisation and pregnancy • Puberty and adolescence <p>Atoms, Element and Compounds</p> <ul style="list-style-type: none"> • What are Elements? • Metals and non metals • Making compounds • What are chemical reactions? <p>Forces</p> <ul style="list-style-type: none"> • Forces acting in springs • Weight and mass • Pressure • Balanced and unbalance forces 	<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:	A combined short and long answer test covering all three topics at the end of the 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:	Learn how to say what they 'have/have not 'got beginning with school equipment and moving on to talking about friends, pets and family.
Content and skills:	Students will learn to recognise masculine/feminine/plural and know how to use negatives. They will then use this language to talk about family, pets 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.
Assessment:	Students are not formally assessed in this 12-week taster course. Being encouraged to carry 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 given if needed. Listening and speaking are monitored in class by their class teacher. Stickers will be issued as rewards towards house points.
Stretch and challenge:	Each lesson there will be an element of 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.