



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 7

## Curriculum Overview

### *Half Term 3*

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

<b>Topics / tasks:</b>	<b>Colour and Styles of Painting</b>
<b>Content and skills:</b>	<p>Pupils will explore the use of colour in painting and sculpture since the late 19<sup>th</sup> century. The colour wheel, colour harmony, and the context of how colours are used will be investigated. Practical painting activities may take place if possible, with pupils encouraged to create outcomes at home. If the opportunity presents itself for painting in school, activities will be a 'celebration of colour' based round a range of subjects, from still life to landscape, depending on the class teacher.</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>
<b>Assessment:</b>	<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, with written comments provided for main outcomes on MS teams.</p>
<b>Stretch and challenge:</b>	<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

<b>Topics / tasks:</b>	<p><b>Create a product for an end user, based on a set brief (in MS Publisher).</b></p> <p><b>Use a textual language to develop shapes and patterns using key commands (Logo &amp; Python)</b></p> <p><b>Use Scratch to develop shapes and patterns, recognising how and when to use repeat</b></p> <p><b>Test (what have we learnt so far)</b></p> <p><b>Discussion &amp; Research – Social, moral and ethical issues relating to image manipulation</b></p>
<b>Content and skills:</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Evaluative skills: Improve and enhance based on your own evaluation and feedback from one of your peers.</li> <li>• Learn how to use three types of “languages” (two textual and one block editor)</li> <li>• Students will start to refine and enhance their programming skills by creating more complex shapes, recognising where commands need repeating. This module enhances Cross curricular ICT with Maths as angles, measurements and calculations feature in the planning and code</li> <li>• Research the moral issues around Photoshopping – offering their own opinions based on their research and personal experiences.</li> <li>• Edit and manipulate images using a range of tools and effects to produce a “realistic image”</li> <li>• Create animations using stop-frame and key-frame animation</li> </ul>
<b>Assessment:</b>	<p>Teacher assessed work (article and leaflet) D/S/E</p> <p>Teacher assessed work (Logo, Scratch &amp; Python) D/S/E</p> <p>Attainment 2 test /47</p> <p>Homework – Logo (key terms)</p>
<b>Stretch and challenge:</b>	<p>What is Photo manipulation: <a href="http://ipiccy.com/blog/what-is-photo-manipulation/">ipiccy.com/blog/what-is-photo-manipulation/</a></p> <p>“Celebrity” views: <a href="http://www.bbc.co.uk/newsround/46467338">www.bbc.co.uk/newsround/46467338</a></p> <p>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)</p> <p><a href="http://ioi.london/latest/create-your-own-digital-animation/?gclid=EAIaIQobChMlv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE">ioi.london/latest/create-your-own-digital-animation/?gclid=EAIaIQobChMlv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE</a> (making animations)</p>

# Design Technology

<b>Topics / tasks:</b>	<b>Design &amp; Make an 'Exploding Box' learning resource</b>
<b>Content and skills:</b>	<p>Students will: Complete a project combining practical skills, IT based skills and will continue to gain an understanding of topics related to the greater world of Design Technology. Specifically students will explore: An understanding of how students learn and interact with information Practical principals of creating an accurate 3D shape using basic modelling skills Theory knowledge of materials- their origins and their properties Develop their working knowledge of computer aided design (2D Design) An understanding of sustainability issues and the life cycle of products Students will further develop their understanding of product analysis by comparing products and exploring the importance of anthropometrics and ergonomics</p>
<b>Assessment:</b>	<p>Students will complete 3 summative assessments in this project:</p> <ol style="list-style-type: none"><li>1. Product analysis/comparison</li><li>2. Multiple choice test of theory knowledge gained</li><li>3. Final practical outcome assessment</li></ol> <p>Students will be given consistent formative assessment in workbook based tasks to check their understanding and develop their project- they should bring their book to every lesson and hand in upon return to school any work completed in home learning.</p>
<b>Stretch and challenge:</b>	<p>Students will be encouraged to develop their practical products further as well as a range of challenges that relate to individual tasks.</p>

# English

Topics / tasks:	<b>Continuing:</b> <b>Reading the Environment in our Media</b>	<b>Continuing:</b> <b>Public Speaking: The Natural World</b>
<b>Content and skills:</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading newspaper articles on a variety of environmental topics to explore the writers' viewpoints.</li> <li>• Inferring and deducing meaning and viewpoint in a text.</li> <li>• Selecting and applying relevant evidence.</li> <li>• Identifying and explaining methods and vocabulary used by the writer using relevant terminology.</li> <li>• Exploring purposes for writing.</li> </ul>	<b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>• Studying a range of speeches on the natural world.</li> <li>• Studying how to deliver an effective speech.</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>	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.
<b>Stretch and challenge:</b>	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>	Watch the following videos to research environmental topics and make note of how the speakers communicate persuasively: Blue Planet Chasing Ice <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>

# Food & Textiles

Topics / tasks:	Theory	Practical
<b>Content and skills:</b>	<p><u>Theory</u>            Students will cover information on:            Recap Eatwell guide and meal planning, healthy eating, impact on life style, nutrients including protein, cooking raw chicken, cross contamination, flavouring, food hygiene, storage and preparation. Sensory analysis including a star diagram. They will learning about food inspection and standards. How to make banana bread, cake making method and design and food packaging.            There will be video links added to all the PowerPoint lessons that students can watch</p>	<p><u>Practical</u>            A range of skills to make Popcorn chicken and banana bread will be discussed with pupils with the aid of video demonstrations and photos. The skills covered will include:            Safely and demonstrate good hygiene, weighing and measuring, cooking raw chicken, use of knife, hob, oven, rubbing in method, cracking an egg, making a soft sticky dough, using an oven and hob at same time, using variety of vegetables.</p>
<b>Assessment:</b>	Students will complete a test at the end of half term that will cover the content delivered this half term.	
<b>Stretch and challenge:</b>	<p><u>Theory</u>            Reading further into the topics covered, this can include watching videos and reading material online on websites such as <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p>	<p><u>Practical</u>            Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.</p>

# French

<b>Topics / tasks:</b>	<b>Sport</b>
<b>Content and skills:</b>	Students will study the topic of sport. They will learn the full conjugation of verb FAIRE (to do) and revise –ER verbs present tense formation through the verb JOUER (to play). They will learn the use of two prepositions: “à” and “de”. They will revisit how to express opinions and transfer it to this topic. They will be adding timeframes to their sentences.
<b>Assessment:</b>	In class, there will be vocabulary tests, grammar tests and practice of listening, reading tasks. Writing skills will be assessed in homework tasks.
<b>Stretch and challenge:</b>	For the most able students, we will introduce the pronouns “y” and “en” to avoid repetitions. Students can write extra pieces of work on the topic of sport using the structures and vocabulary learnt in class in Term 1 as well as this term.



# Geography

<b>Topics / tasks:</b>	<b>Rivers &amp; Flooding</b>
<b>Content and skills:</b>	Students will continue their study of this topic, building on the work from last half term to examine how humans use rivers and the physical and human causes of flooding. Students will then contrast the impacts of and responses to flooding in a rich country and a poor country.
<b>Assessment:</b>	An end of unit test on the Rivers and Flooding topic.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://classroom.thenational.academy/units/rivers-6ba1">classroom.thenational.academy/units/rivers-6ba1</a>

# German

<b>Topics / tasks:</b>	<b>Introduction to German Language &amp; Culture</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Vocabulary tests on the different sections of new vocabulary.
<b>Stretch and challenge:</b>	Research German speaking countries or famous German speakers.

# History

<b>Topics / tasks:</b>	<b>How did the Normans control England? The struggle between Church and Crown in Medieval England.</b>
<b>Content and skills:</b>	Pupils will learn how the Normans used different castles, the system of feudalism and the Domesday Book to take control of the country. They will use evaluation and judgement to compare tactics and explain the success of the Normans. Pupils will then assess who had more power in Medieval England – the Church or the King. They will study the murder of Thomas Becket, the emergence of Parliament and Magna Carta. Pupils will use examples to practise comparative judgements.
<b>Assessment:</b>	After completing a factual test on the Normans, Year 7 will also 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 also world history provide context for the eras studying in lessons. Ask your teacher for these tasks.

# Mandarin

<b>Topics / tasks:</b>	<b>Introduction to Chinese culture; Chinese pinyin and character; Greeting ; Numbers</b>
<b>Content and skills:</b>	Chinese pinyin system including initials, finals and tones. Chinese character system including strokes, stroke orders and simple Characters Understand greetings and ask and answer one's name. Numbers 1-99
<b>Assessment:</b>	Class tasks, in the form of mini worksheets. Listening and speaking are monitored in class.
<b>Stretch and challenge:</b>	Being able to write the Chinese characters for greetings. Being able to count from 1-99 in Chinese. Researching the lucky numbers in Chinese culture.

# Maths

<b>Topics / tasks:</b>	<b>Measuring and drawing angles</b> <b>Constructing Shapes</b> <b>Angle properties and calculations</b> <b>Properties of 2D shapes</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 3 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>Fanfares</b>
<b>Content and skills:</b>	Exploring the context and background of the Fanfare genre Analysis of the main musical characteristics using the musical elements Composing a short Fanfare
<b>Assessment:</b>	Composing a short Fanfare, using a variety of rhythmical patterns and a limited range of pitch in keeping with the standard conventions of the Fanfare genre
<b>Stretch and challenge:</b>	Explore more complex rhythmical patterns Listen to more examples of Fanfares

# 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>Founders of the Abrahamic Faiths: Abraham, Jesus, Muhammad</b>
<b>Content and skills:</b>	<p>Pupils will look at the importance of a founder for the development of a religion. What makes for a good leader? Analysis of personal qualities of a leader What makes for a good religious leader? What differences are there between general and religious leadership qualities? Reading/ interpreting textual material about each religious leader to determine the specific qualities of each religious leader Evaluating the role of religious leadership historically and for present-day faith communities.</p>
<b>Assessment:</b>	<p>Pupils will have a 30 minute assessment 15 multiple choice questions 15 marks piece of extended writing</p>
<b>Stretch and challenge:</b>	<p>Pupils may engage in related research on textual material in the Torah (for Abraham), New Testament (for Jesus) and Qur'an (for Muhammad) about each religious leader. Internet research using reliable websites for biographical information about each religious founder</p>



# Science

<b>Topics / tasks:</b>	<b>Muscles and Bones, Mixtures and Separation, Sound</b>	
<b>Content and skills:</b>	<p style="text-align: center;"><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 unit revises and builds on work in KS2 on materials, specifically on mixtures, solutions and separation techniques. This provides opportunities to introduce the methods of working in a science lab, which will differ from the science learning experience that most students will have had previously.</p> <p><b>Sound</b> This unit looks at how sounds are made, transmitted and detected, some uses of sound and compares sound waves with waves on the surface of water.</p>	<p style="text-align: center;"><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> <li>• Working safely in a science lab</li> </ul>
<b>Assessment:</b>	A combined short and long answer test covering all three topics at the end of the half term.	
<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>Gain an awareness of where Spanish is spoken and the importance of Spanish as a world language. They will learn how to introduce themselves and greet others.</b>
<b>Content and skills:</b>	They 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.
<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.
<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.