



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, 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:	The Elements of Art & Design
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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

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

Design Technology

Topics / tasks:	Top Trump graphic design project- focus on materials
Content and skills:	<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">1. Categories and Specific examples of wood2. A variety of innovative smart and modern materials3. A variety of composite materials
Assessment:	<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>
Stretch and challenge:	<ul style="list-style-type: none">• Students should investigate additional types of smart & modern materials and explore their applications.• Students should investigate additional types of woods and explore their applications.• Students should investigate additional types of composite materials and explore their applications.• Student should not use the templates provided for the top trumps, instead design their own.

English

Topics / tasks:	Reading Romantic Poetry	Travel Writing
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Reading a variety of Romantic poems to explore the poets' viewpoints and ideas. • Studying the historical and social contexts of the Romantic poets. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Identifying and explaining methods and vocabulary used by the poets using relevant terminology. • Exploring purposes for writing. 	<p>Writing</p> <ul style="list-style-type: none"> • Understanding the conventions of travel writing, including how to write as a travel journalist. • Writing to describe, inform, recount, persuade and entertain. • Using a range of vocabulary and methods for effect. • Using a range of paragraph and sentence structures and a variety of punctuation for effect. • Organising and structuring writing to interest the reader.
Assessment:	Write a short essay to explore a key theme in 'The Cataract of Lodore'.	Write a piece of travel journalism for a magazine.
Stretch and challenge:	<p>Explore the poetry of William Blake by looking at his copper plates and poems on the online Blake Archive: http://www.blakearchive.org/ Read the essay 'An Introduction to Romanticism': https://www.poetryfoundation.org/collections/152982/an-introduction-to-british-romanticism Use the links at the bottom of the webpage above to read more poems by British Romantic poets.</p>	<p>Enjoy reading the a range of travel writing: https://www.waterstones.com/category/travel-maps/travel-writing https://www.theguardian.com/books/travel-writing Read the blog post on top tips for travel writing: https://www.lonelyplanet.com/articles/five-expert-tips-for-getting-started-in-travel-writing Watch this video on top tips for travel writing: https://www.bbc.co.uk/teach/class-clips-video/english-literature-ks3--ks4-what-makes-travel-writing-engaging/z6q7f4j</p>

Food & Textiles

Topics / tasks:	Textiles – research, design and understanding – cover 2 half terms
Content and skills:	<p><u>Theory</u> Students will investigate:</p> <ul style="list-style-type: none">• Fabric origins – natural and synthetic fibres / fabrics• Techniques in fabric processing• Fabric finishes• Materials and their properties• Components and tools• Research, mood boards, design and the process of design
Assessment:	<p>Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability. Work will be broken down into manageable portions</p> <p>Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project assignment format. Students can use images, copy and paste examples into assignments</p> <p>Students will complete a test at the end of half term that will cover the content delivered this half term. *pending school attendance</p>
Stretch and challenge:	<p>Students should familiarise themselves with the properties of different materials in their household and investigate their 'fit for purpose'</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p>

French

Topics / tasks:	Sport, weather and future tense
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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

Topics / tasks:	Africa
Content and skills:	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.
Assessment:	A knowledge test on Africa.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: https://classroom.thenational.academy/units/the-geography-of-africa-ddf8 Watch the BBC Africa documentary series (available on BBC iPlayer): https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa

German

Topics / tasks:	Introduction to German Language & Culture
Content and skills:	Conversational German language and an introduction to some basic German grammar. 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:	Could a Medieval King do whatever he liked? The struggle between Church and Crown in Medieval England. The struggle between Parliament and the Crown in Medieval England.
Content and skills:	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.
Assessment:	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.
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 to learn more about Magna Carta on the National Archives website (www.nationalarchives.gov.uk/education/medieval/magna-carta/) and read Ian Mortimer's <i>The Time Traveller's Guide to Medieval England</i> in order to better understand England in the 12 th and 13 th centuries

Mandarin

Topics / tasks:	Family member; colours; Hobby
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, in the form of mini worksheets. Listening and speaking are monitored in class.
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:	Equivalent fractions and simplifying fractions Converting between mixed numbers and improper fractions Four operations with fractions Finding a fraction of a quantity
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 4 assessment
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:	Soundscapes
Content and skills:	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'
Assessment:	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)
Stretch and challenge:	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

Physical Education

Topics / tasks:	Fitness activities and basic invasion and net game skills.
Content and skills:	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.
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

Topics / tasks:	Founders of the Abrahamic Faiths: Abraham, Jesus, Muhammad
Content and skills:	<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>
Assessment:	<p>Pupils will have a 30 minute assessment 15 multiple choice questions 15 marks piece of extended writing</p>
Stretch and challenge:	<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

Topics / tasks:	Ecosystems, Acids and Alkalis, Electricity	
Content and skills:	<p>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>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>Electricity This unit looks at the measurement of current and how it behaves in series and parallel circuits, and at voltage and resistance. Various models for thinking about what is happening in circuits are explored, and the unit concludes by looking at how we use electricity safely.</p>	<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 if we have returned to school or via online quiz assessments if still learning from home.	
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:	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. 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 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.