



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 7

## Curriculum Overview

### *Half Term 5*

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 since the late 19<sup>th</sup> century. The colour wheel, colour harmony, and the context of how colours are used will be investigated and colour theory used in making paintings. Practical painting activities will now take place in class, with pupils encouraged to also create outcomes at home. The themes of the painting activities will range between classes, but the exploration of colour will run them all. From still life, landscape to abstract, depending on the class teacher. Learning how to mix and apply paint with control will be developed.</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.</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>	<b>Web design and development</b>
<b>Content and skills:</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Use SERIF WEBPLUS to set up a three pages website, which is fit for purpose and audience</li><li>• Creating functional Web Pages with internal/external hyper-links</li><li>• Include navigation bars, backgrounds, font styles, colours, animation &amp; graphics</li><li>• Publish/view to check layout / use experience</li><li>• Advanced tools/functions: Master pages, galleries, rollover buttons, video &amp; sound</li><li>• Select and refine relevant sources of information.</li></ul> <p><b>Students will be able to discuss:</b></p> <ul style="list-style-type: none"><li>• Set criteria / Audience – what is suitable</li><li>• Sources of information</li><li>• Relevance of information &amp; images</li><li>• Quality of information &amp; images</li><li>• Structure &amp; layout</li></ul>
<b>Assessment:</b>	Teacher assessed work Website) D/S/E Teams form Quiz / 12 Homework – hand drawn designs
<b>Stretch and challenge:</b>	Online web builder: <a href="http://www.rocketcaketutorials.com/videos.html">http://www.rocketcaketutorials.com/videos.html</a> & <a href="https://www.ambiera.com/rocketcake/">https://www.ambiera.com/rocketcake/</a> Advice: <a href="https://www.feelingpeaky.com/9-principles-of-good-web-design/">https://www.feelingpeaky.com/9-principles-of-good-web-design/</a> Career Fundamentals: Web Designer Vs. Web Developer: <a href="https://www.youtube.com/watch?v=r-WEoQbfwaw">https://www.youtube.com/watch?v=r-WEoQbfwaw</a>

# Design Technology

<b>Topics / tasks:</b>	<b>2D Design Projects</b>
<b>Content and skills:</b>	<p>Students will complete a variety of 2D Design challenges throughout this half term. Some areas of focus will include designing robots and tangrams using 2D Design software.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Learn how to use basic tools in 2D Design to create a variety ideas</li><li>• Learn how to create and explore ideas in isometric- both digitally and by hand</li><li>• Learn how to apply textures / rendering to digital work and work completed by hand</li></ul>
<b>Assessment:</b>	Verbal feedback of digital work given on a regular basis. Students will also complete an end of term test.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Students could try to complete stretching / more complex tutorials when working on 2D Design</li><li>• Students could investigate the impact on CAD/CAM in the modern world i.e. how has the world changed in the last 100 years?</li></ul>

# English

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

# Food & Textiles

<b>Topics / tasks:</b>	<b>Textiles – design and making</b>
<b>Content and skills:</b>	<p><u>Theory</u> Students will investigate:</p> <ul style="list-style-type: none"><li>• Materials and their properties</li><li>• Components and tools</li><li>• Continue with design and finalise ideas</li><li>• Skills focus; hand sewing (back stitch, running stitch), applique, attaching buttons and sequins</li><li>• Correct use of equipment; fabric shears, needle, pins, pattern pieces.</li></ul>
<b>Assessment:</b>	<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. A combination of work completed on teams and in school.</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>
<b>Stretch and challenge:</b>	<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> <p>Students can bring in their won materials and components to embellish designs if they wish.</p>

# French

<b>Topics / tasks:</b>	<b>Term 2 evaluation and new topic: where we live</b>
<b>Content and skills:</b>	This term students will complete the topic of Term 2 by learning about the weather and using the future tense to express what activities they will do. Then they will learn a new topic of home. They will be able to speak about where they live. We will introduce how to say "in" with countries, depending of their gender/number. We will also cover adjectival agreement and the full conjugation of the verb "être" when learning about nationalities. They will practise this new content using listening/ reading/ writing/ speaking skills.
<b>Assessment:</b>	On our new topic, 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 2, we consolidated work instead of assessing. Students will be formally assessed with a writing task in first or second Summer half term subject to the class progress.
<b>Stretch and challenge:</b>	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	Horn of Africa
<b>Content and skills:</b>	Students will finish studying the continent of Africa by examining the geography of the island of Madagascar.	Students will examine the human and physical geography of this region, examining the climate and challenges this brings to people living and working there. Students will then study the urban life in Addis Ababa, the geography of Djibouti before examining the opportunities and challenges of the Horn of Africa.
<b>Assessment:</b>	N/A	A knowledge test on the Horn of Africa
<b>Stretch and challenge:</b>	<p>Students can explore the topic further by completing the lessons and quizzes available at:  <a href="https://classroom.thenational.academy/units/the-geography-of-africa-ddf8">classroom.thenational.academy/units/the-geography-of-africa-ddf8</a></p> <p>Watch the BBC Africa documentary series (available on BBC iPlayer):  <a href="http://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa">www.bbc.co.uk/iplayer/episodes/p010jc6p/africa</a></p>	Research the human and physical geography of Ethiopia, Somalia and/or Eritrea and produce a fact file on what each country is like, the opportunities for people living there as well as some of the challenges they face.

# 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>Everyday life (struggles) in Medieval England: The impact of the Black Death and Peasants' Revolt on the British Isles.</b>
<b>Content and skills:</b>	<p>Pupils will develop their primary and secondary source analysis skills in studying the Black Death. They will conduct source investigation into the different theories as to how the Plague arrived in England. Classes will learn the symptoms and then assess how medieval doctors and theologians believed the disease was spread and what medieval people believed would cure the Black Death.</p> <p>Pupils will then analyse and judge the consequences of the Black Death, including the Peasants' Revolt. The Peasants' Revolt will be an opportunity to read and judge different interpretations – pupils will determine the most convincing view of the Revolt's purpose and success.</p>
<b>Assessment:</b>	Year 7 will complete a factual knowledge test on the Black Death and the Peasants' Revolt, the test will be at least 20 questions.
<b>Stretch and challenge:</b>	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 Ian Mortimer's <i>The Time Traveller's Guide to Medieval England</i> in order to better understand England in the 13 <sup>th</sup> and 14 <sup>th</sup> centuries

# 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>	<ul style="list-style-type: none"><li>• <b>Fraction, decimal and percentage equivalence</b></li><li>• <b>Ordering fractions, decimals and percentages</b></li><li>• <b>Calculating percentages with and without a calculator</b></li><li>• <b>Introduction to ratio</b></li></ul>
<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>	Summer 2021 assessment on all Year 7 work
<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>Gamelan</b>
<b>Content and skills:</b>	Learning how the conventions of Gamelan music are integral to and representative of traditional Indonesian culture Analysis of various musical examples looking at instrumentation, pentatonic scale patterns and textural conventions Composition and/or performance of a short pentatonic piece in a traditional Indonesian style
<b>Assessment:</b>	Completion of assessed listening activities, requiring pupils to respond to recordings of various Gamelan examples, identifying common features Composition (using Sibelius) and Performance (on keyboards) of a piece in the style of a Javanese/Balinese Gamelan
<b>Stretch and challenge:</b>	Further research on the traditional music of Indonesia, and possibly the composition a longer piece in a pentatonic style, or performing/extending the first composition, on any instrument to which they have access

# Physical Education

<b>Topics / tasks:</b>	<b>Athletic activities and basic striking / fielding skills games.</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Measurement of a run, jump and throw and a conditioned game.
<b>Stretch and challenge:</b>	Attending extra-curricular clubs and participating in sports clubs outside school

# Religious Education

<b>Topics / tasks:</b>	<b>Revelation and Holy Books: Torah, Bible and Quran.</b>
<b>Content and skills:</b>	Pupils will have the chance to examine key ideas about the belief that truth is revealed through sacred writings. They will look at these ideas through a series of lessons. They will look at 'theistic truth' the belief that there is 'a divine transcendent reality' as experienced in Judaism, Christianity and Islam. In contrast, they will study secular ideas about truth as an idea relating to verifiable knowledge and understanding.
<b>Assessment:</b>	(a) A multiple choice test assessing their knowledge and understanding of key vocabulary. (b) A timed piece of evaluative writing.
<b>Stretch and challenge:</b>	Reading: <b>Looking for God</b> by Robert Kirkwood (published by Longman)



# Science

<b>Topics / tasks:</b>	<b>Review and revision of all key topics this year</b>	
<b>Content and skills:</b>	<p><b>Biology</b> Cells, tissues organs and systems Sexual reproduction in animals Muscles and bones Ecosystems</p> <p><b>Chemistry</b> Mixtures and separation Acids and Alkalis The particles model Atoms, elements and molecules</p> <p><b>Physics</b> Energy Current electricity Forces Sound</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></ul>
<b>Assessment:</b>	Longer assessment paper after half term covering all key topics from year 7	
<b>Stretch and challenge:</b>	Revision resources to support extra work can be found here <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</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.