



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 7

Curriculum Overview *Half Term 6*

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:	Textures, patterns, and mark making
Content and skills:	Pupils will explore the use of mark making in creating the illusion of texture and in describing different surfaces. We will be returning to rooms that do not allow for painting and so pupils will be using pen/pencil for the remainder of the year. Pupils' ability to discuss and evaluate the art work of others will be developed through contextual activities and weather permitting we will aim to spend some time outside drawing from nature.
Assessment:	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.
Stretch and challenge:	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.

Computing

Topics / tasks:	Web design and development (completion) Control insight (Input>Process>Output) Micro: bits
Content and skills:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use SERIF WEBPLUS to set up a three pages website, which is fit for purpose and audience • Creating functional WebPages with internal/external hyper-links • Include navigation bars, backgrounds, font styles, colours, animation & graphics • Publish/view to check layout / use experience • Advanced tools/functions: Master pages, galleries, rollover buttons, video & sound • Select and refine relevant sources of information. • Use the “Control Insight” software to create a scene – the scene will be controlled by an array of input methods. • Select appropriate input methods, link to “control/process” and create an on-screen output (sound/audio too) • Use the laptops and Micro:bits (or emulator) to run a set of code produced by the students. • Identify syntax errors and correct them. • Build up a piece of code / modify/ create own programme. <p>Students will be able to discuss:</p> <ul style="list-style-type: none"> • Set criteria / Audience – what is suitable • Sources of information / Relevance of information & images • Quality of information & images / Structure & layout • Input > Process > Output • Control technology in the “real world” • Importance of error checking
Assessment:	Teacher assessed work Website) D/S/E - Teams form Quiz / 12- Homework – label the parts
Stretch and challenge:	Online web builder: http://www.rocketcaketutorials.com/videos.html & https://www.ambiera.com/rocketcake/ Advice: https://www.feelingpeaky.com/9-principles-of-good-web-design/ Career Fundamentals: Web Designer Vs. Web Developer: https://www.youtube.com/watch?v=r-WEoQbfwaw Coding websites: https://studio.code.org/courses https://www.codecademy.com/ Watch me: IPO explained: https://www.youtube.com/watch?v=CBf-jln44X0 Ada Lovelace: https://www.bbc.co.uk/programmes/p030s5bx

Design Technology

Topics / tasks:	Electronics
Content and skills:	<p>Students will focus on electronics in the last half term.</p> <p>Students will:</p> <ul style="list-style-type: none">• Investigate a variety of electrical components and their use.• Use this knowledge to create schematic diagrams.• Use specialist software to problem-solve a variety of electronic challenges
Assessment:	<p>Work in exercise books / hand-outs will be monitored.</p> <p>Verbal feedback of digital work given on a regular basis.</p>
Stretch and challenge:	<ul style="list-style-type: none">• Students could try to create complex schematic diagrams that include a variety of different components (that they have investigated independently).• Independently investigate the components on the folding webpage:• Electronic and mechanical systems - Electronic and mechanical systems - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize

English

Topics / tasks:	Reading a Novel	History of English
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Reading one of the following novels: Wolf or Skellig • Studying the characterisation and setting. • Studying the relevant contexts of the author. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Identifying and explaining methods and vocabulary using relevant terminology. • Exploring purposes for writing. 	<p>Writing</p> <ul style="list-style-type: none"> • Studying how the Language has changed and adapted from the Tower of Babel to Middle English • Studying the Latin and Greek roots of some words • Using Anglo-Saxon writing techniques such as Kennings. • Understanding the language of Chaucer.
Assessment:	Completing assessment on Romantic poetry (see previous curriculum overview)	Completing travel writing piece (see previous curriculum overview)
Stretch and challenge:	Read one of the novels listed above which has not been selected by your class teacher, or read another novel by the same author your class is studying.	Study the life, works and language of Chaucer in more depth: https://kids.britannica.com/students/article/Geoffrey-Chaucer/273615

Food & Textiles

Topics / tasks:	Textiles – Design, Theory and making
Content and skills:	<p><u>Theory</u> Students will investigate and learn:</p> <ul style="list-style-type: none">• Evaluation• Materials and their properties• Skills; recap and learn – accuracy, planning ahead, organisation, investigation and research, practical skills such as; hand sewing (back stich, running stich), applique, how did they attach components such as buttons and sequins• Standard components and tools• Sustainability – 6R's• Design – fabric design• Finite and no finite resources
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.</p> <p>Students will be encouraged to discuss and share their knowledge of textiles</p>
Stretch and challenge:	<p>Students should continue to familiarise themselves with the properties of different materials used in their household and their role in the product. They should investigate textures, colour and their properties</p>

French

Topics / tasks:	Where we live and home
Content and skills:	This half-term students will continue studying the topic of home. They will be able to speak about where they live. They will be able to describe where they live and their house and give opinions about it, justifying them. They will practise this new content using listening/ reading/ writing/ speaking skills. We will also review all content seen this year, especially in grammar the present of –ER verbs and the 4 irregular seen this year: avoir/faire/aller/être.
Assessment:	Students will be assessed using regular vocabulary tests and homework to check their understanding of grammar notions taught during lessons.
Stretch and challenge:	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:	Rocks and Resources
Content and skills:	Students will examine the different types of rocks and the rock cycle and identify the differences between each type and explain how they are formed. Students will then examine what fossils are and how they form, as well as the importance of geological timescales. Students will then apply this knowledge to examine the geology of the UK, the types of rocks found here and why. Students will assess the importance of soil and oil as resources and how the use of these resources creates both opportunities and challenges.
Assessment:	A knowledge test on the topic of rocks and resources.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: http://classroom.thenational.academy/units/geology-5904 Rock landscapes - KS3 Geography - BBC Bitesize

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:	What role did war play in late Medieval England? The Crusades, Hundred Years War, and The War of the Roses
Content and skills:	<p>Pupils will learn about why the Crusades began and who and why men fought in the Crusades. Enquiry questions will be investigated, including: What is a crusade? What was the historical significance of Jerusalem? Why did the Emperor of the Christian Byzantine Empire in the east ask the Pope for help; and what did the Pope do?</p> <p>They will learn about specific leaders, such as Richard the Lionheart and Saladin the Merciful and specific battles such as Hattin and Acre. Pupils will conclude by assessing the legacy of the Crusades.</p> <p>Year 7 classes will then move on to the Hundred Years War and will use primary and secondary sources to explain why England and France fought a war for over a century. Primary and Secondary sources will again be used to judge differing interpretations of Joan of Arc.</p>
Assessment:	Year 7 will complete a factual knowledge test on the Crusades and Hundred Years War, the test will be at least 20 questions.
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 read Peter Frankopan's <i>The First Crusade: The Call from the East</i> or Steven Runciman's <i>A History of the Crusades I</i> in order to better understand the purpose and reality of the Crusades.

Mandarin

Topics / tasks:	Family members, colours and hobbies.
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 assessed 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:	Revision of content from Half Term 1 – Half Term 5 Properties of 2D shapes Rotational and Reflective symmetry
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:	Summer 2021 assessment on all Year 7 work
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:	Revision of the five topics covered in the year so far, in preparation for 'End of Year 7 Listening Assessment'
Content and skills:	Revision of Vocal Music, Samba Percussion, Fanfares, Soundscapes and Gamelan through listening and further practical exploration. This is in preparation for an end of year listening assessment.
Assessment:	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
Stretch and challenge:	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

Physical Education

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

Religious Education

Topics / tasks:	Revelation and Holy Books: Torah, Bible and Quran.
Content and skills:	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.
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:	Practical investigation skills	
Content and skills:	<ul style="list-style-type: none">• Planning a scientific investigation including writing methods• Carrying out a range of practical procedures• Collecting results and observations from practical work• Analysing results and drawing conclusions from the results• Linking observations and results to scientific theory	<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:	Main assessments for year 7 will be completed at the start of this half term with feedback, Practical skills will be assessed by in class short tasks.	
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.