



DBS Wakra
Curriculum Overview
Year 7 Autumn Term 1 2021/2022

Year 7 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>The Modern Novel</u> <u>Holes by Louis Sachar</u>	Looking at the features of a narrative including dramatic openings, settings, characterization, plot and writer's craft; comparing the effectiveness of these narrative features to the text <i>Holes</i> in spoken and written responses; understanding the techniques used to 'hook' a reader in a narrative and apply them to their own writing; analysing texts and producing clear, coherent responses using accurate standard English.	Writing Skills Writing clearly, using a variety of sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation; using techniques such as sensory language, alliteration, personification, metaphor, simile, onomatopoeia effectively to create clear imagery; giving effective PEEE responses, students will be able to analyse characters, language and imagery and make clear inferences on the text; justifying their interpretations and linking them to the intentions of the writer Louis Sachar.
How will this be assessed?		1.1: Narrative setting 1.2: Non-fiction writing: Letter 1.3: Reading response: How does Sachar present the character of Zero?	
Maths	<u>Number and Calculation</u> <u>2</u>	Multiples and factors; divisibility tests; squares and square roots; multiplying and dividing with two-digit numbers	Recognising multiples, factors, common factors & primes; making use of simple tests of divisibility; finding the lowest common multiple in simple cases; using the "sieve of Eratosthenes" for generating primes; recognising squares of whole numbers at least to 20 x 20 and corresponding square roots; using known facts and place value to multiply and divide two-digit numbers; knowing and applying tests of divisibility by 2.3.5,6,8.9.10 and 100; knowing when to

			round up or down after division when the context requires a whole-number answer.
How will this be assessed?		End of unit test and end of term test	
Science	<u>Cells- Building blocks of life</u>	Carrying out investigations using the equipment accurately and safely; describing the structure and function of specialised plant and animal cells, organisation in multicellular organisms, different types and adaptations of unicellular organisms and how plants and humans are adapted to reproduce; exploring linked processes, including diffusion, pollination, seed dispersal, menstruation and fertilisation; considering environmental factors in discussing the role of insects and reasons for their demise.	Justifying equipment choice and measurement that are used during investigations; explaining how to reduce risks and record evidence in an effective way; constructing an accurate 3D model of a cell identifying key structures and functions; using a light microscope to observe and record cell structures; describing structural adaptations of some unicellular organisms and look at the organisation of multicellular organisms; explaining the process of diffusion; carrying out dissection of a flower and identify key reproductive organs and the process of pollination; describing reproduction in mammals and identify the key structures involved in the male and female reproductive system.
How will this be assessed?		Fully written reports for investigation into solubility and salt extraction; students will apply their knowledge and understanding to complete the task with the guidance from the success criteria grade ladder; end of topic test to develop and continue to build exam technique and challenge.	
Geography	<u>Local Area; China</u>	Learning key geographical skills such as compass directions, scale and reading a map; exploring the local area of Qatar through looking at how the area has changed, what is it like at present and what it may look like in the future; learning about China, focusing on issues related to population,	Distinguishing between physical and human geography; investigating on local/national level, identifying places on maps at a range of scales and types; asking geographical questions and thinking critically to expand personal experiences of geography.

		climate, urban vs rural areas, migration and industry.	
How will this be assessed?		End of term exam testing the following skills: <input type="checkbox"/> Contextual knowledge of location <input type="checkbox"/> Application of geographical skills <input type="checkbox"/> Map reading Extended writing on China and sustainability.	
History	<u>1066: Battle of Hastings</u>	Learning basic source analysis and deciding how reliable information is and how far it can be trusted; developing knowledge of historical key skills including chronology; understanding sequences of events in relation to historical dates; exploring the causes of the Battle of Hastings and evaluating why William was successful in taking control of England.	Analysing source evidence and evaluating its reliability and using this to form a judgement on key questions/topics, for example, by evaluating the strengths and weaknesses of the contenders to the throne in 1066 or the methods used by William I to keep control of England following the Norman Conquest.
How will this be assessed?		End of term exam testing skills in : <input type="checkbox"/> Knowledge <input type="checkbox"/> Cause and consequence of events <input type="checkbox"/> Interpretation of sources	
Arabic	<u>القراءة</u> من رواد التعليم في <u>قطر.</u> قصة صيدة أحسن إلى الناس <u>مكتبة قطر الوطنية</u> <u>قصة صيدة اذنت وأذا</u> <u>ثمرات الرداضة.</u> <u>الكلمة والجملة</u> <u>الأفعال الصحيحة</u> <u>والمتعلمة.</u> <u>أنواع الفعل الصحيح</u> <u>والمتعلم.</u> <u>الألف المميّزة في آخر</u> <u>الأسماء</u> <u>الأسماء علامات إعراب</u> <u>الأصلية</u>	1. تطوير القراءة الصامة والجهرية عند الطالب بحيث يصحح الطالب وذلك من أخطاءه خلال التحليل الصوتي للكلمة 2. تطوير مهارة جمع وتوليد الأفكار من الارتزات بهدف الوصول للقراءة الجهرية بطلاقة	العمل على مستويين لمرعاة الفروق هرأسلوباً قوياً وتصميماً / مرونة؛ نظراً لفردية توقيت / قياس بدقة؛ تدريب الأقران تحمل المسؤولية - بشكل فعال

	<p><u>كان وأخواتها.</u> الجملة الاسمية (المدى تبدأ والخير</p> <p><u>التعريف الكناهي</u> كتابية سيرة غيرة. كتابية قصة. العمل التطوعي. نثر أبيات شعرية. كتابية رسالة رسمية وتصميم</p> <p><u>التحدث</u> أهمية التبرع بالدم. سرد حكاية. عرض تقديمي أهمية التعاون</p>	<p>توظيف تطوير 3. فمعرفة بالمفصلي لمتحدث في موضوع مألوف بطلاقة نسبية تتفق والصف الدراسي</p> <p>لقديم تحلي 4. متوازن لقضية معينة بتيقيم وجهات النظر المختلفة وذلك من خلال استكشاف طرق مختلفة لمتخطيط لمكتابة وعرضها</p> <p>اتقان كتابة 5. الهمزة بأشكالها المختلفة على الألف والواو والياء وعلى السطر من خلال استراتيجية الحركة الاقوى.</p>	
How will this be assessed?		المعلم وملاحظة الأختبارات خلال ومن المستمر الواقعي التقييم خلال من الفعالة والمناقشة في حال بشكل الطالب وسجل	
MFL	<u>Bienvenidos; Tu y yo</u>	Talking about ourselves, our families and our likes and dislikes; describing school bags, a photo, & naming parts of a computer; creating conjugations of regular and irregular verbs in the present tense.	Producing sentences in present tense with regular and irregular verbs using a wide range of vocabulary.
How will this be assessed?		Written assessment	
Music	<u>Ukulele; Chords & Cadences</u>	Gaining knowledge of the design and features of the ukulele;	Playing all our chosen chords, in time, as a group, accompanying classes as they sing; transitioning between chords for their

		understanding how the instrument works and developing their skills in playing it; reading ukulele chord boxes; gaining knowledge of how chords are made up; understanding and naming the four cadences; identifying and demonstrating the cadences	songs and playing individually and as part of a group; identifying by ear, writing down and performing the cadences
How will this be assessed?		Practical performance.	
Art	<u>Formal elements of art;</u>	Introducing skills and technical ability; observing and creating an accurate drawing from still life objects using the formal elements; understanding what makes a good observational drawing using line, tone, colour; using materials effectively & accurately.	Completing an observational drawing portfolio with clear & accurate use of the formal elements; adding shade and tone and including complex details.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework, project final grading.	
PSHE	<u>Mental Health; Anti-Bullying; Stereotyping</u>	Learning up-to-date and relevant information relating to mental illness and health; applying information to students' own contexts; learning the importance of kindness in a community and appreciating the damage that bullying can do; understanding how attaching stereotypes can limit potential and impact	Expressing intelligent and articulate views about mental health issues; displaying mature approaches to discussions around kindness and bullying; demonstrating a clear understanding of how stereotypes can affect a community

		negatively upon personal mindsets	
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Health Related Fitness</u>	Developing knowledge of what is Health Related Fitness (HRF); understanding how students can improve components of their HRF, and in turn how this would then improve them as an athlete within their favourite sports; following individual workouts to further improve their HRF.	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer coaching effectively; showing an improvement from baseline scores and understand how improvements have been secured.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
ICT	<u>E-Safety & spreadsheets</u>	Learning how to use Google Apps for Education, learn about Internet Safety and create their own profile; learning about Spreadsheet Modelling; understanding the importance of organised data and use a range of various functions and formulas to manipulate data.	Demonstrating understanding of online safety by creating a poster/information sheets illustrating the key points; articulating understanding in a presentation; displaying evidence in their portfolios of changing spreadsheet layouts, use of formulas and presenting data in graphs and charts.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Packaging and branding</u>	Discussing various options for graphics and packaging; demonstrating a knowledge of primary, secondary and tertiary colours in a colour wheel; explaining what colours can represent when used for various applications; recognising qualities of successful logos –	Theory Producing mind maps of various packaging with relevant annotation of key points; explaining how different colours can represent different meanings and implement this in their designs; explaining reasons for the logo colours and symbolic meaning of shapes and letters used; explaining the reasons for packaging and the different types of information on it. Practical Manufacturing a functional net for the chosen packaging; understanding the

		<p>colour and symbolic meanings; understanding the reasons why packaging is used; cutting and making accurate net developments using tabs and fold lines; understanding how assessment and evaluation can aid product development.</p>	<p>various materials that are used in packaging and the pros and cons; producing a final prototype; reflecting on suggested improvements.</p>
<p>How will this be assessed?</p>		<p>Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.</p>	