



DBS Wakra
Curriculum Overview
Year 7 Autumn Term 2 2021/2022

Year 7 Autumn Term 2	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?		1.2: Write a letter to your family as a character in Camp Green Lake. (non-fiction writing) 1.3: How does Sachar present the character of Zero? (reading response) 1.4 Full novel quiz (reading response)	
Maths	<u>Number</u> <u>Data</u>	Studying the following topics: positive and negative numbers; HCF and LCM; prime numbers; square numbers; order of operations; square roots; bar charts; line graphs; scatter graphs; pie charts	Number: using all four number operations (add, subtract, divide and multiply) with integers, decimals and fractions; rounding to a given degree of accuracy, or choosing an appropriate one; finding the HCF and LCM of 2 numbers and complete the corresponding Venn diagrams Data: interpreting and drawing a range of graphs including, bar graphs, pie charts, line graphs and scatter graphs
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; Ecosystems</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 that ecosystems are places where living creatures interact with non-living beings to create an area where life thrives;	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; creating, describing and analyzing climate graphs; describing the distribution of biomes around the world; linking the location of biomes to climate; justifying the preservation of ecosystems even though it may hinder human development.

		understanding that living creatures rely on non-living entities; understanding biodiversity and how humans can affect this both negatively and positively	
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	
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 قطر. قصة صيدة أحسن إلى الناس مكتبة قطر الوطنية أنت وأذاق صيدة ثمرات الرياضة. <u>الكلمة والجملة</u> الأفعال الصحيحة والمتعلمة. أنواع الفعل الصحيح والمتعلمة.	1. تطوير القراءة الصامته والجهرية عند الطالب بحيث يصحح الطالب وذلك من أخطاءه خلال التحليل الصوتي لكلمة 2. تطوير مهارة جمع وتوليد الأفكار من الابتداء	ظهرت العمل على مستويات لمراعاة الفروق الفردية بدقة أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس تحمّل -؛ تدريب الأقران بشكل فعال المسؤولية

	<p><u>الألف ال لمينة في آخر</u> <u>الأسماء</u> <u>علامات إعراب الأسماء</u> <u>الأصلية</u> <u>كان وأخواتها.</u> <u>الجملة الاسمية (ال م بدأ</u> <u>والخير</u></p> <p><u>ال تعبير ال ك تالي</u> <u>ك تابة سيرة غيرة.</u> <u>ك تابة قصة.</u> <u>عي. العمل ال تطو</u> <u>نثر أبيات شعرية.</u> <u>ك تابة رسالة رسمية</u> <u>وتصميم</u></p> <p><u>ال تحدث</u> أهمية ال تبرع ب الدم. سرد حكاية. عرض تقديمي أهمية ال تعاون</p>	<p>ب هدف ال وصول ل لقراءة ال جهرية ب طلاقة ت وظيفي تطوير 3. ف معرفته ب ال فصحي ل لم تحدث في موضوع مألوف ب طلاقة ذسبية تفق والصف الدراسي تقديم تحميل 4. م توازن لقضية معينة ب تقييم وجهاً ال نظر المخ تلفة وذلك من خلال استكشاف طرق مخ تلفة ل لم تخطط ل لم تابة وعرضها اتقان ك تابة 5. ل همزة ا ب أشكالها المخ تلفة على الألف والواو والياء وعلى ال سطر من خلال استراتيجية ال حركة الاقوى .</p>	
How will this be assessed?		ال معلم وملاحظة الأختبارات خلال ومن المس تمر الواقعي ال تقييم خلال من ال فعالة والمناقشة فعال ب شكل 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>Key skills in Music</u> <u>Vocal songs and Chants</u>	Learning how music uses Ostinato/riff and different textures/layers to create intended effects; learning details about dynamics, pitch, tempo, texture; learning how vocal traditions use group, solo, a capella and accompanied voices, with call and response or verse and chorus structures to involve all participants and influence society and culture.	Developing basic skills to enable them to express feelings and emotions using instruments and voices; creating a music composition suitable for dancing; performing in a vocal group, maintaining a part and keeping in time with others; explaining details about Dynamics, Pitch, Tempo, Texture; improving key skills: listening, composition, performance skills
How will this be assessed?		Practical performance in the form of an in class competition to then compete in an interclass competition. Music theory test	
Art	<u>Natural forms</u>	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 use of the formal elements accurately; adding shade and tone and include 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	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

		damage that bullying can do; understanding how attaching stereotypes can limit potential and impact negatively upon personal mindsets	
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Athletics</u> <u>Rounders</u> <u>Badminton</u> <u>Health & Fitness</u>	Understanding and demonstrating sprint start technique, sprinting technique, triple jump technique; understanding and apply pace to a long distance race; understanding and applying the 3 baton change techniques in a relay race; understanding and demonstrating correct throwing technique in the shot put, discus and javelin; using correct technique in a hurdles race; developing under arm throwing/ bowling technique; understanding and demonstrating over arm throwing technique; applying fielding tactics to a game situation; developing an understanding of fielding positions; understanding and demonstrating correct batting technique; identifying short and long barrier techniques and applying it to a small game; replicating core skills (forehand, backhand, serve,	Identifying correct techniques; applying correct techniques into race/competition/game situations; peer-assessing and coaching, giving clear 'what went well' and 'even better if' feedback; assessing own performance using correct technique; exceeding physical expectations showing speed, power, accuracy, cardiovascular endurance and muscular endurance; applying a range of tactics in a small game; demonstrating leadership and communication skills in a game; competing to a high level outside of school; correctly identifying and playing the most effective shots during a game; utilising the space of the court and playing shots into space to defeat opponents; working tactically with a teammate to successfully defend all areas of the court; refining shots, improving accuracy and precision; applying any component of fitness to any given sport and creating a sequence of exercises relating to components; consistently demonstrating all components of fitness in a range of sports; demonstrating maximum effort, improved/very good fitness level, and analysing the effectiveness of fitness testing; explaining how the body reaches max heart rate, and showing maximum effort in order to increase exercise intensity to reach near max HR; giving maximum effort, being able to continue exercise for prolonged periods of time, and being able to analyse which types of training would benefit different sports; identifying and explain why these changes occur; identifying aerobic and anaerobic activities and explain the benefits of each;

		<p>smash, drop shot); outwitting opponents in an attacking situation; understanding the game rules and team play; developing decision making/problem solving skills; replicating more advanced core skills (backhand flick/clear, serve variations & disguised drop shot); developing tactical use of clear and drop shots to beat opposition; identifying, understanding and applying all components of fitness; identifying a number of fitness tests, and understanding when they should be used; identifying and calculating maximum heart rate, and its effects on fitness level; knowing and explaining different types of training; understanding the effects that exercise has on the body – short term and long term; learning about energy systems – aerobic and anaerobic; learning a range of different fitness activities such as aerobics, HIIT, plyometrics, boxercise.</p>	<p>understanding which fitness activity would develop performance in different sports.</p>
<p>How will this be assessed?</p>		<p>Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on a tracker.</p>	

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 – 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>Theory</p> <p>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.</p> <p>Practical</p> <p>Manufacturing a functional net for the chosen packaging; understanding the various materials that are used in packaging and the pros and cons; producing a final prototype; reflecting on suggested improvements.</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	