



**DBS Wakra**  
**Curriculum Overview**  
**Year 7 Spring Term 1 2021/2022**

Year 7 Autumn Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Story-telling and the oral tradition</u> Collected Grimm Tales by Carol Ann Duffy The original Grimm Tales A range of retelling of morality tales	Looking at the features of traditional tales which were passed down through the oral story-telling tradition; focusing on retelling these tales through drama; reading different versions including a narrative and playscript; analysing the impact of different forms and learning how this aids characterisation and tone; exploring the dramatic contrasts and symbolism in the dramatised version; making contrasts with the well-known version, focusing on the author's and director's intentions; exploring different retellings and consider the impact on audience.	<u>Reading skills</u> Analysing language and form, making comparisons between texts; making inferences supported with evidence from the text; learning the features of a playscript and responding to stage directions when reading aloud; developing use of intonation to show understanding of character and plot. <u>Writing skills</u> Writing clearly in a range of forms including narrative, prose and playscript; communicating effectively and imaginatively in different forms by beginning to consider the tone and audience; using literary devices to engage an audience.
How will this be assessed?		1.1 Identifying key features of a story - Listening 1.2 Analysis of form and language - Reading and Writing 1.3 Media analysis - Speaking and Listening 1.4 Little Red Cap Playscript - Writing	
Maths	<u>Number</u> <u>Shape</u>	Extending knowledge of fractions; recapping the key topics of equivalence, comparing and simplifying fractions; converting improper fractions to	Ordering a mixture of fractions, decimals and percentages in both ascending and descending order using full methods; choosing the most efficient method of working out a fraction, decimal or percentage of an amount; interchanging between methods depending on the

		<p>mixed numbers and vice versa and learning the most efficient methods for using the four number operations with fractions; learning the concept of percentage, and how this relates to a fraction; learning how to convert between fractions, decimals and percentages; learning how to find missing angles in parallel lines, triangles, quadrilaterals and both regular and irregular polygons; working out the exterior angles of any shape.</p>	<p>question; explaining what parallel means and then remembering the angle facts associated with this; using a range of facts to solve questions, and using this to solve complex problem solving questions; solving missing angles problems, in a range of shapes both regular and irregular; solving angle problems that include algebra; explaining which angle rule to use and why.</p>
How will this be assessed?		<p>Online tasks End of topic assessment/quiz End of term test</p>	
Science	<p><u>Heating and Cooling</u> <u>Sinking and Floating</u> <u>Inheritance and the Genome</u></p>	<p>Learning how the particles are arranged in solids, liquids, and gases; learning how heat passes through all substances; explaining how different substances need different amounts of heat to change their temperature; understanding what makes objects float; stating how pressure changes in fluids; learning how gases behave when heated; learning what affects an organism's features; understanding the roles of genes and why DNA is so important; describing growth of an</p>	<p>Describing temperature changes of substances; making predictions about the temperature change when substances of different temperature are mixed; representing temperature change using graphs; describing the speed at which the temperature increases along a thermal conductor compared to a thermal insulator; identifying materials that are good thermal conductors or good thermal insulators; using the idea of vibrating particles to explain heating by thermal conduction; identifying which of two objects or substances has the most energy in its thermal store when the only difference between them is temperature; explaining the difference between energy (in a thermal store) and temperature; describing how the mass and volume of an object affect how well it floats; describing how the shape of an object affects how well it floats; explaining how the density of an object determines how well it floats;</p>

		organism in terms of cell multiplication.	describing the movement of particles in fluids on either side of a boundary; explaining phenomena that are caused by differences in fluid pressure, on either side of a boundary; explaining why pressure in a fluid increases with depth; describing how the properties of particles in a gas change as the gas is heated; describing convection currents in liquids and gases; explaining what happens to the density of a gas when it is heated; recognising that an organism's characteristics are affected by genetic information in cells and by the environment; using the idea that some characteristics cannot be inherited because they are caused by the environment or must be learnt; applying ideas about heredity and environmental factors to explain the similarities and differences between offspring and their parents and siblings; distinguishing between the terms DNA, chromosome, gene, and genome; applying the idea that cells use the information coded in regions of the genome called genes as instructions to make structural and functional proteins; using ideas about cell enlargement and division to explain how new cells are made in growing multicellular organisms; applying the idea that cell structures (such as the genome and organelles) must be copied to make genetically identical cells during cell division.
How will this be assessed?		Fully written reports for investigation on the impact of force on a spring; 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>Rivers</u> <u>Tourism</u>	Understanding the processes that occur in rivers and how they have created many features found along a river; understanding how humans interact with rivers and the uses	Identifying the main features of a river; explaining where a river gets its water source; sketching river valleys, meanders and oxbow lakes to show how they are formed using key geographical terminology such as erosion and transportation; discussing the main causes of flooding and explaining which have the

		<p>we have of them; knowing that the water cycle is important as it tells us where the water source of a river comes from; focusing on the formation of river valleys, meanders, oxbow lakes and deltas; knowing that rivers can be prone to flood and exploring the causes and impacts; knowing that there are ways in which we can reduce the impact of floods; learning that tourism has many facets and is very important to the economy of many countries as it provides income which is then used to improve the country and lives of its citizens; discovering what attracts tourists and what they need; understanding the future of the tourist industry post- COVID.</p>	<p>biggest impact of flooding; reviewing the various management strategies and justifying the best solution; using case studies; stating several reasons that tourists are attracted to a place; explaining the positive and negative impacts tourism has had on a country; creating solutions to the problems faced by the tourist industry especially as they can be suddenly shut down.</p>
<p>How will this be assessed?</p>		<p>End of term <b>exam</b> testing the following skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying features of a river from picture</li> <li><input type="checkbox"/> using sketches to show how features are formed</li> <li><input type="checkbox"/> Deciding best method to reduce impact of flooding</li> <li><input type="checkbox"/> Justify the pros and cons of tourism industry</li> <li><input type="checkbox"/> Use case studies to highlight success and failures of tourism around the world</li> </ul>	
<p>History</p>	<p><u>The Black Death</u></p>	<p>Studying the Black Death and its impact on European society; investigating living conditions in Medieval towns and villages, and how these conditions were conducive to the spread of disease;</p>	<p>Analysing and interpreting Primary and Secondary Sources; forming links between events, analysing their causes and effects &amp; forming judgements on their long-term impacts on European society.</p>

		<p>investigating the cures and preventions used during the Middle Ages, differentiating between Primary and secondary sources; assessing the impact of the Black Death on European society, looking at changes in beliefs, population and labour laws.</p>	
<p>How will this be assessed?</p>		<p>End of topic <b>exam</b> testing skills in :</p> <ul style="list-style-type: none"> <li>● Knowledge</li> <li>● Cause and consequence of events</li> <li>● Interpretation of sources</li> </ul> <p><b>Presentation</b> based on the causes, symptoms, spread and consequences of The Black Death.</p>	
<p>Arabic</p>	<p><b>القرأة</b>  الروب وتأت الذكبة هل تهدد  الجنس البشرى؟  قصد ورد الرب يع  علامة اللغة العرببة  تقرير صد في  قصد أماه  جهود قظر من أجل صحة  أفضل</p> <p><b>الكلمة والجملة</b>  إن وأخواتها  المجرد والمزيد من  الأفعال  الجملة الفعلية  الفعل المبهني للمجهول  وزائب الفاعل  الميزان الصرفي  الذمت  المفردة الأعداد  الأعداد المركبة</p> <p><b>التعبير الكتابي</b>  الألعاب الالك ترونية  والألعاب البنذية  مقال يقدم تفسيرا  كتابفة قصة  كتابفة تقرير صد في  وصف معلم من معالم قظر  الإسعافات الأولية</p> <p><b>التحدث</b></p>	<p>1. تطویر ال قرأة  الصامة  والجهرية عند  الطالب بحيث  يصحح الطالب  وذلك من اخطائه  خلال التحليل  الصوتي  لكلمة</p> <p>2. تطویر مهارة  جمع وتوليد  الأفكار من  الارتزات  بهدف الوصول  للقراءة الجهرية  بطلاقة</p> <p>3. تطویر  معرفة  بالمفصحي  لمتحدث في  موضوع ماأوف  بطلاقة  تتفق نسبية  والصف  الدراسي</p> <p>4. تقديم تحليل  متوازن ل قضية  معينة  بتيقيم</p>	<p>يات لمراعاة الفروق العمل على مستوى  تظهر أسلوبًا قويًا وتصميمًا / مرونة ؛ الفردية  توقيت / قياس بدقة ؛ تدريب الأقران  تحمّل المسؤولية - بشكل فعال</p>

	<p>ال تواصل الاج تماعي والالا ك تروني إلقاء ق صيدة ظاهرة از تشار الأ فاظ الأج ندية ب ين الش باب وقف و صف م</p>	<p>وجهات ال نظر المخ تلفة وذلك من خلال اس تكتشاف طرق مخ تلفة ل لتخطيط ل لتأدية وعرضها اتقان ك تأدية 5. ال همزة ب أشكالها المخ تلفة ع لى الأ ف وال واو وال بياء وع لى ال سطر من خلال اس تراذجية ال حركة الاقوى .</p>	
<p>How will this be assessed?</p>		<p>المعلم وملاحظة الاخر تبارات خلال ومن المس تمر الواقعي ال تقييم خلال ال فعالة والمناقشة فعال ب شكل الطالب وسجل</p>	
<p>MFL</p>	<p><u><b>iVamos al Instituto!</b></u> <u><b>En casa</b></u></p>	<p>Learning about High School and how to talk about parts of the house; making new year's resolutions; learning school subjects and how to give opinions about them; describing their teachers and making comparisons thinking carefully about adjective agreement; learning how to tell the time in Spanish and what food they eat at school; learning how to describe school facilities and expressing opinions about it, as well describing how they get to and from school; describing where people live; talking about houses in detail describing the</p>	<p><b><u>Grammar focus</u></b> Introducing the near future tense; conjugating the following verbs in the present tense: Estudiar/to study, Comer/to eat, Beber/to drink, Llegar/to arrive; learning how to conjugate regular verbs. <b><u>Grammar focus</u></b> Using the future tense and the conditional tense; learning about the conditional tense; using reflexive verbs in the present tense to describe daily routines</p>

		rooms; learning prepositions in Spanish	
How will this be assessed?		Writing, speaking, listening and reading.	
Music	<b>Folk Music</b>	Learning that the key characteristics of folk music are the use of acoustic instruments, simple melodies and basic harmonies; learning drone and fingerpicking styles; understanding dynamics used for expressive effect; studying the performance of simple folk tunes; listening to examples of music from different regions.	Signing fluently and holding a harmony line when part of a group; performing significant parts from memory and from notations; considering personal contributions as well as leading others, taking a solo part or providing rhythmic support; composing music for different occasions using appropriate musical devices; improvising melodic and rhythmic material within given structures, using a variety of notations; analysing and comparing musical features; identifying all the elements of music, instrument names.
How will this be assessed?		Practical performance in the form of an in class competition to complete in an interclass competition. Music theory test	
Art	<u>Kelsey Montague</u>	Drawing from observation and taking the following into account: <ul style="list-style-type: none"> <li>• Line.</li> <li>• Tone.</li> <li>• Colour.</li> </ul> Developing skills using various art media.	Completing an observational drawing portfolio with clear use of the formal elements accurately; adding shade and tone and including complex details; 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.
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	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

		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>Football</u> <u>Netball</u>	Understanding variations in passes and where different types of passes should be used; using the different parts of the body to control the ball; outwitting opponents with the combination of advanced turns and passes; understanding and appreciating the need to make decisions about choice of technique and refining ideas when unsuccessful; replicating a variety of shooting techniques on goal; appreciating how to adjust shot selection based on opponents positioning; assessing & evaluating shooting techniques and suggesting ways to improve; outwitting opponents using dummies & fakes at speed; understanding the importance of width and playing into space in order to attack; developing basic strategic and tactical play; developing their understanding and knowledge of how to	Demonstrating a wide range of more advanced core skills, applying them efficiently and effectively in games played with speed and precision; forming game plans in a range of situations, making a significant contribution to the team's effectiveness; identifying space and using this to advance the team; identifying the type of core skills needed and performing these fluently and quickly even under pressure; attempting more advanced variations of skills and making a significant impact on the games played; creating suitable set plays from different areas; making speedy decisions when facing an opposition and using a range of core skills effectively to present goal scoring opportunities; showing a deeper understanding of tactics and reflecting on the effectiveness of these after execution; identifying the aspects of a good team performance, recognising weaknesses and suggesting how this could be improved; maintaining space when they are moving and keeping it at a constant pace; demonstrating a pass to someone who is in space; make a two handed pass showing some control and accuracy; securely catching a pass and beginning to abide by the footwork rule; naming all seven positions in a netball team and explaining where they are able to move on court; adjusting to playing different positions; demonstrating good understanding of basic rules; using an understanding of the principles of attack when planning approaches to competitive games; working effectively in a small team to choose and put into practice tactics for attacking and defending; showing



		<p>stop an attack effectively; developing new strategies from setting plays in attack and defence; developing balanced and coordinated movement patterns that can be transferred into a game situation; replicating ball handling skills (one and two handed passes); knowing the seven playing positions and their associated areas; developing a concept of rule adherence and increase knowledge of the rules; outwitting an opponent to gain possession; developing possession and attack as a team</p>	<p>creativity in planning ways to outwit opponents and executing the skills needed to complete this; taking on the role of an umpire in small sided game activities and demonstrating confidence in decision making; consistently using a range of core skills in competitive game situations, showing more precision when time and space is given; supporting others in the team to build an attack when an interception is made; showing creativity in planning ways to outwit opponents and execute the skills needed to complete this; critically evaluating a plan to attack and adapting this idea to suit the needs of individuals.</p>
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on a tracker.	
ICT	<u>Computer components</u>	<p>Understanding the function and purpose of a computer; understanding that not every computer looks like a PC and that many everyday devices contain computers; identifying the main component parts of a computer; explaining the role of the main components within a computer; defining the term 'software'; understanding that software provides instructions for the computer; identifying different types of software; distinguishing</p>	<p>Demonstrating understanding of the function of a computer; identifying various devices that use a computer; identifying the main components of a computer; understanding what software is and how it can be used; naming different types of software and its uses; differentiating between system software and application software.</p>

		between system software and application software	
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Textile monster</u>	Developing drawing skills, including shading and line thickness; studying environment and ethical issues; learning about manufacturing textile products; studying practical sewing techniques.	Understanding the importance of Health and Safety in the workshop; identifying the textile manufacturing tools; demonstrating excellent sewing and embroidering abilities; understanding how to create a clear and detailed design brief; analysing research and writing a clear design specification; sketching ideas confidently; understanding the impact on the environment of cotton farming and wider sustainability issues; showing an awareness of evaluating their work to identify needs for improvement.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	