



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

Year 7 Summer Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Travel writing</u>	Understanding persuasive language devices and their use in travel writing; developing comprehension and critical reading skills; learning how to appeal to a specific audience using a variety of persuasive language devices and a variety of effective sentence structures; completing a range of creative writing tasks including travel posters, travel guides, reviews and letters of complaint.	<p><u>Writing skills</u> Communicating clearly and imaginatively, using a variety of sentence structures, appropriate paragraphing and accurate spelling, grammar and punctuation; adapting writing to meet the needs of the specific purpose and audience through the use of persuasive language devices such as direct address, rhetorical questions, repetition, statistics.</p> <p><u>Reading skills</u> Exploring the conventions of a range of nonfiction writing styles including travel guides, posters, reviews and letters; identifying vocabulary and language devices used for effect, maintaining a critical style and presenting an informed personal engagement.</p> <p><u>Speaking and Listening Skills</u> Contributing in class discussions, listening carefully to other students and building upon their answers; presenting to the class using appropriate register, language and tone for the task and with confidence.</p>
How will this be assessed?		Reading: Formal Reading Assessment Writing: Travel Guide and letter of complaint Speaking and listening: Presenting	
Maths	<u>Number</u> <u>Shape</u> <u>Algebra</u>	Learning to become fluent with decimal numbers; learning to order and compare decimals paying key attention to using the correct mathematical vocabulary; learning to use all four operations competently with decimal numbers; using	Performing all four number operations with decimal numbers with a number of different methods; using skills of estimation to identify whether their answers are correct or not; solving linear equations; identifying algebraic mistakes that have been made; using the language of 'inverse' operations to explain how to solve equations; solving questions involving area and perimeter; finding the volume of a 3D shapes; using

		<p>the formal written method of solving linear equations; solving equations where the power of x is greater than 1; recapping the topics of perimeter and area from KS2, but extending this to compound shapes and with the introduction of algebra, beginning to solve complex problems; calculating the volume of simple 3D shapes, by first identifying the Cross Sectional Area.</p>	<p>understanding of solving linear equations and inverse operations to find missing side lengths of 3D shapes.</p>
How will this be assessed?		<p>End of topic assessment/quiz End of term test</p>	
Science	<p><u>Earth and Space</u> <u>Earth's Resources</u> <u>Sound and Light</u></p>	<p>Carrying out investigations using the equipment accurately and safely; describing how the Earth, the Sun, and our moon move; describing the apparent movement of the sun during the day; explaining how the angle of the sun changes the effect of its heating; identifying the types of things rock may be comprised of; describing the concentric model of the Earth; describing how heating by the Earth's core causes tectonic plates to move; identifying natural ways in which rock can be physically broken up; explaining how fossil fuels are formed;</p>	<p>Selecting and using the equipment correctly and justifying the choice during the investigation; recording evidence in a suitable format and evaluating data effectively; identifying that we live on the surface of the Earth which is a sphere; describing how the Earth spins on its axis and explaining what a day is; describing how the Earth orbits the Sun and explaining what a year is; describing how the Moon orbits the Earth and explaining what a lunar month is; describing how gravity increases with the mass of a planet (or other astronomical body); explaining why days are longer in summer and shorter in winter; explaining why the angle of the Sun changes the effect of its heating; explaining why average temperature is higher in summer and lower in winter; describing the differences between grains, fossil fragments and crystals found in rocks; explaining how the types of 'bits' found in rocks can be used to sort rocks into groups; describing how temperature changes through the Earth; explaining how we know tectonic plates</p>

		<p>identifying what vibrates to make sound; describing how light travels in straight lines; identifying surfaces that reflect light; predicting the direction in which flat mirrors reflect light; drawing a ray diagram to show how light reflects off a flat mirror; accurately measuring angles of incidence and angles of reflection; explaining how light reflects off rough surfaces.</p>	<p>move very, very slowly across the surface of the Earth; explaining why tectonic plates are made of the crust and the top part of the mantle; identifying natural ways in which rock can be eroded; describing the difference between weathering and erosion; explaining how freeze-thaw physically weathers rock; explaining how physical weathering and erosion can transform a landscape; describing how organic materials can become trapped in sediment; explaining how oil is formed within sedimentary rock; explaining how natural gas forms as either coal or oil are formed; describing the effect of larger vibrations on a sound; describing the effect of faster or slower vibrations on a sound; explaining how sound is produced by objects that do not appear to vibrate; explaining how vibrations are passed on to the surrounding air; explaining how shadows are formed; explaining why light gets dimmer farther from a light source; explaining how luminous objects can be seen when light from them enters the eye; illustrating how non-luminous objects can be seen when light reflects off them and enters the eye; giving an example of how coloured lights mix to make light of another colour; explaining how adding coloured lights together affects brightness.</p>
How will this be assessed?		Students will apply their knowledge and understanding to complete the task with guidance from the success criteria grade ladder; end of the topic test to develop and continue to build exam technique and challenge	
Geography	<u>Tourism</u>	<p>Discovering what attracts tourists and what they need; finding out that there are both positive and negative impacts of tourism; discussing the future of the tourist industry especially highlighted by the COVID</p>	<p>Using case studies for all work; 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; identifying and locating famous landmarks of India; describing some of the biomes that can be found in India along</p>

	<u>India</u>	pandemic; learning about the famous places in India and their significance, reasons the population is extremely high and the issues this brings for the people and the government.	with unique animals; explaining the issues of having an overpopulated country; understanding the reasons and effects of migration that occurs in cities; creating own solutions of slum areas around major cities.
How will this be assessed?		End of term exam testing the following skills: <input type="checkbox"/> Identifying various landmarks of India <input type="checkbox"/> Assess issues of overpopulation and underdevelopment in India <input type="checkbox"/> What has allowed India to develop so rapidly in the last 50 years. <input type="checkbox"/> Justify the pros and cons of tourism industry <input type="checkbox"/> Use case studies to highlight success and failures of tourism around the world	
History	<u>The history of Africa and migration</u>	Investigating how European countries shaped how Africa looks now in terms of countries, borders and even languages; learning why African land was so sought after by Europeans; looking at Africa's mediaeval history and learning about some of the great civilisations of Africa and disproving the common misconception that Africa has little history; learning about the great contributions made by African civilisations; studying mass migration and why these events happened and their consequences	Understanding the development of African countries and how they came about; establishing links between European superpowers and Africa; critical thinking on the effects of the history of a nation depending on who writes it; explaining reasons groups migrated using examples in history.
How will this be assessed?		End of topic exam testing skills in : <ul style="list-style-type: none"> ● Knowledge ● Cause and consequence of events 	

		● Interpretation of sources Presentation based on the causes, symptoms, spread and consequences of The Black Death.
Arabic	<p>القرءة هل تهدد الروبوتات الذكاء الجنس البشري؟ قد صيد ورد الربيع علامة اللغة العربية تقرير صحفي قد صيد أمامه جهود قطر من أجل صحة أفضل</p> <p>الكلمة والجملة أخواتها وإن الأفعال من والمزيد المجرد الفعالية الجملة لمجهول المبني الفعل الفاعل ونائب الصرفي الميزان الذمت الأعداد الأعداد الأعداد المركبة</p> <p>التعبير الكتابي الألعاب الالك ترونية والألعاب البدنية مقال يقدم تفسيرا كتابية قصة كتابية تقرير صحفي وصف معلم من معالم قطر الإسعافات الأولية</p> <p>التحدث الاجتماعي التواصل والالك تروني قد صيد إلقاء الألفاظ تشار ظاهرة الشد باب بين الأجناس موقف وصف</p>	<p>الفروق لمراعاة مسد تويات على العمل ؛ مرونة / وتصميماً قوياً أسلوبياً تظهر الفردية الأقران تدريب ؛ بدقة قياس / توقيت المسؤولية تحمل - فعال بشكل</p> <p>1. الفقرة تطوير الصامتة عند والجهريه بديث الطلاب الطلاب يصح من ذلك اخطاءه التدليل خلال الصوتي لكلمة</p> <p>2. مهارة تطوير وتوليد جمع من الأفعال بهدف الان ترنت للقراءة الوصول بطلاقة الجهريه</p> <p>3. توظيف تطوير معرفته بالفصحى في لتحدث مألوف موضوع نسب بطلاقة الصف وت وفق الدراسي</p> <p>4. تدليل تقديم لقضية متوازن بتقديم معيئة النظر وجهات وذلك المذلة خلال من طرق اسد تكشاف مذلة لتخطيط لكتابية وعرضها</p> <p>5. كتابية اتقان بأشكالها الهمزة على المذلة والواو الألف وعلى والياء خلال من السطر اسد تراتجية . الاقوى الحركة</p>
How will this be assessed?		وسجل المعلم وملاحظة الاخذ تبارات خلال ومن المسد تمر الواقعي التقويم خلال ن الفعالية والمناقشة فعال بشكل الطلاب

MFL	<u>La ciudad</u> <u>En casa</u>	<p>Learning about places of the city and how to talk about parts of the house; learning to do the following:</p> <p>Name places in your town and to research a Spanish speaking city. Describe a day out in a Hispanic city for a tourist.</p> <p>Give and understand directions.</p> <p>To recognise distance. Compare what Doha is like to Spanish cities. Describe what the weather is like in different parts of the world.</p> <p>Learning to describe locations; talking about houses in detail and describing rooms; learning prepositions</p>	<p>Grammar focus</p> <p>Introducing the near future tense; learning how to conjugate regular verbs; using future tense conditional tense; using reflexive verbs in the present tense to describe their daily routine.</p>
How will this be assessed?		Writing, speaking, listening and reading.	
Music	<u>Classical Music</u> <u>1700 - 1800</u> <u>Conventions of the Orchestra</u>	<p>Learning about the development of the orchestra in the classical period, the instruments and composers; learning how classical music uses harmony and melody, structure and timbre to create desired effects.</p>	<p>Performing simple classical melodies; 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; performing simple classical melodies; recognising various composers of classical music.</p>
How will this be assessed?		<p>Practical performance in the form of an in class competition to complete in an interclass competition.</p> <p>Music theory test</p>	
Art	<u>Portraiture Project</u>	<p>Developing ideas in response to artist influence; using skills and adapting & refining ideas when producing a</p>	<p>Drawing individual facial features with accurate proportions and detail; creating a monoprint drawing with details of facial features, hair line, shape of face and other features; producing a detailed research</p>

		personal response; evaluating the meaning of artists' work	page of selected artists; producing an example of colour symbolism with clear demonstration of various tones; using at least 3 artists to inspire final portrait designs.
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 negatively upon personal mindsets	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
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Volleyball Badminton</u>	Replicating core skills (forehand, backhand, serve, 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 correct techniques; applying correct techniques into game situations; peer-assessing and coaching, giving clear 'what went well' and 'even better if' feedback; self-assessing performance using correct technique; 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; demonstrating basic movement patterns to meet the ball with some control; using basic techniques in a controlled situation; performing skills at a slower speed and showing intent in body preparation lacking only skill execution; showing a basic tactical awareness and reacting to

		<p>accurately replicating basic set technique; demonstrating & using volleys in a game situation responding to changes; understanding the basic scoring and rules of volleyball; performing and replicate the dig technique with control and accuracy in a small sided game; developing the skill of outwitting an opponent using a combination of shots; understanding the scoring system during a volleyball game; accurately replicating a serving technique; striking the ball consistently with enough height and weight to carry the net; developing strategic and tactical play during a rally; scoring & officiating a competitive game; understanding how to develop the perfect attacking strategy; analysing opponents' weaknesses & devising strategies to exploit them; understanding how to adjust shot selection to enable the outwitting of opponents; developing understanding and knowledge of basic outwitting strategies; understanding and developing the use of tactics and shot</p>	<p>opponents' shots in a small sided game; understanding why activity is good for health and fitness; demonstrating a basic knowledge of simple rules of the game and recognising errors during a game.</p>
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		selection; refining tactics based on opponents' weaknesses; assessing & evaluating own performance and weaknesses; demonstrating the ability to outwit an opponent in a game situation using the appropriate skills and techniques; identifying strengths and weaknesses when playing & adapting strategies where necessary.	
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>Algorithms</u>	Developing an understanding of different types of algorithms; demonstrating an understanding of binary numbers and algorithms; producing a flow chart using algorithms	Demonstrating clear knowledge of an algorithm; identifying different types of algorithm; converting denary numbers and characters to binary numbers; designing an algorithm, using a flowchart
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Textile monster</u>	Using sewing equipment; shading and determining line thickness when drawing; considering environment and ethical issues; manufacturing a textile product; considering health and safety	Understanding the importance of health and safety in the workshop; identifying the textile manufacturing tools; demonstrating excellent sewing, and embroider abilities; understanding how to create a clear and detailed design brief; analysing research and writing a clear design specification; sketching ideas confidently; confidently sewing and wadding a product; understanding the impact on the environment of cotton farming and wider sustainability issues; identifying needs for improvement.
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes.	

