



**DBS Wakra**  
**Curriculum Overview**  
**Year 7 Summer Term 2 2021/2022**

Year 7 Summer Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Poetry</u>	Understanding the different poetic forms; making connections to other artistic forms such as song lyrics; developing comprehension, critical reading and comparison skills; analysing language, considering meaning and effect; developing reading fluency by reading a range of poems; beginning to use language analysis of a poem to answer written exam style questions; learning how to structure PEEED+ answers clearly and formally, using evidence from a text to justify responses; applying understanding of the poetic form to complete creative writing tasks; learning the physical skills needed to present poetry confidently to others.	<p><b><u>Writing skills</u></b>            Communicating clearly using a variety of sentence structures, appropriate paragraphing and accurate spelling, grammar and punctuation; using quotations with appropriate formatting; communicating effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audience.</p> <p><b><u>Reading skills</u></b>            Writing effective PEED+ responses; analysing language, literary devices and structure used by the writer to create meaning and effect; making clear inferences on a poem, justifying interpretations with evidence; exploring connections and links between poems and their wider context.</p> <p><b><u>Speaking and Listening Skills</u></b>            Contributing in class discussions, listening carefully to other students and building upon answers; presenting poems confidently, using appropriate pronunciation and tone for the task; considering the importance of facial movements, hand gestures and body movement to support the delivery of a presentation.</p>
How will this be assessed?		Reading: End of Year 7 Formal Reading Assessment Writing: Assessed PEED+ writing, creative poetry writing, End of Year 7 Spelling Assessment Speaking and listening: Presenting a poem	

Maths	<u>Number</u> <u>Shape</u> <u>Algebra</u>	<p>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 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>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 understanding of solving linear equations and inverse operations to find missing side lengths of 3D shapes.</p>
How will this be assessed?		End of topic assessment/quiz End of term test	
Science	<u>Earth and Space</u> <u>Earth's Resources</u> <u>Sound and Light</u>	<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;</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</p>

		<p>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; 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>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 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>  <u>India</u>	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 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.	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 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 <b>exam</b> testing the following skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying various landmarks of India</li> <li><input type="checkbox"/> Assess issues of overpopulation and underdevelopment in India</li> <li><input type="checkbox"/> What has allowed India to develop so rapidly in the last 50 years.</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>	
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	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.

		<p>great contributions made by African civilisations; studying mass migration and why these events happened and their consequences</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>القراءة</b> هل تهدد الروبوتات الذكية الجنس البشري؟ قصيدة ورد الربيع عالمية اللغة العربية تقرير صحفي قصيدة أمام جهود قطر من أجل صحة أفضل</p> <p><b>الكلمة والجملة</b> إن و أخواتها المجرد والمزيد من الأفعال الجملة الفعلية الفعل المبني للمجهول ونائب الفاعل الميزان الصرفي النعته الأعداد المفردة الأعداد المركبة</p> <p><b>التعبير الكتابي</b> الألعاب الالكترونية والألعاب البدنية مقال يقدم تفسيراً كتابة قصة كتابة تقرير صحفي وصف معلم من معالم قطر الإسعافات الأولية</p> <p><b>التحدث</b> التواصل الاجتماعي والالكتروني إلقاء قصيدة ظاهرة انتشار الألفاظ الأجنبية بين الشباب وصف موقف</p>	<p>1. تطوير القراءة الصامتة والهجيرية عند الطالب بحيث يصحح الطالب أخطاءه وذلك من خلال التحليل الصوتي للكلمة</p> <p>2. تطوير مهارة جمع وتوليد الأفكار من الانترنت بهدف الوصول للقراءة الهجيرية بطلاقة</p> <p>3. تطوير توظيف معرفته بالفصحى للتحدث في موضوع مألوف بطلاقة نسبية تتفق و الصف الدراسي</p> <p>4. تقديم تحليل متوازن لقضية معينة بتقييم وجهات النظر المختلفة وذلك من خلال استكشاف طرق مختلفة للتخطيط للكتابة وعرضها</p> <p>5. اتقان كتابة الهمزة بأشكالها المختلفة على الألف والواو والياء وعلى السطر من خلال استراتيجية الحركة الأقوى .</p>	<p>العمل على مستويات لمراعاة الفروق الفردية تظهر أسلوباً قوياً وتصميماً / مرونة ؛ توقيت / قياس بدقة ؛ تدريب الأقران بشكل فعال – تحمل المسؤولية</p>

How will this be assessed?		ن خلال التقييم الواقعي المستمر ومن خلال الاختبارات وملاحظة المعلم وسجل الطالب بشكل فعال والمناقشة الفعالة	
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><b>Grammar focus</b></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</u> <u>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?		Practical performance in the form of an in class competition to complete in an interclass competition. Music theory test	
Art	<u>Portraiture Project</u>	<p>Developing ideas in response to artist influence; using skills</p>	<p>Drawing individual facial features with accurate proportions and detail; creating a monoprint drawing with details of facial</p>

		and adapting & refining ideas when producing a personal response; evaluating the meaning of artists' work	features, hair line, shape of face and other features; producing a detailed research 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</u> <u>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	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

		<p>of clear and drop shots to beat opposition; accurately replicating basic set technique; demonstrating &amp; 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 &amp; officiating a competitive game; understanding how to develop the perfect attacking strategy; analysing opponents' weaknesses &amp; 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</p>	<p>only skill execution; showing a basic tactical awareness and reacting to 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>
--	--	---	--



		<p>developing the use of tactics and shot selection; refining tactics based on opponents' weaknesses; assessing &amp; 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 &amp; adapting strategies where necessary.</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>Scratch</u>	<p>Planning and creating a game, considering the audience and purpose; understanding the importance of sequencing instructions and refining them to ensure they are efficient; developing capability in Scratch</p>	<p><b>Knowledge</b> Understanding how the Scratch interface works; understanding the need for writing a logical set of instructions to control objects; understanding the need to refine instructions</p> <p><b>Skills</b> Writing a logical set of instructions to control objects; refining their instructions to make them more efficient; creating a game, using Scratch, considering the audience and purpose; giving appropriate feedback to a peer</p>
How will this be assessed?		Teacher/peer assessment, teacher stage grading, self-assessment, ongoing tests/quizzes, presentations, homework.	
Design Technology	<u>Textile monster</u>	<p>Using sewing equipment; shading and determining line thickness when drawing; considering environment and ethical issues; manufacturing a textile product; considering health and safety</p>	<p>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</p>

			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.	