



DBS Wakra
Curriculum Overview
Year 7 Term 1

Year 7 Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>Narrative Writing</u> To explore the skills needed to write effective and engaging stories.</p> <p><u>Holes by Louis Sachar</u> Young adult novel centres on our protagonist Stanley Yelnats, who is sent to Camp Green Lake, a juvenile corrections facility in a desert in Texas, after being falsely accused of theft.</p>	<p>Students will look at the features of a narrative, writer’s craft, story openings, settings, characterization, plot and genre. To understand the techniques used to ‘hook’ a reader in a narrative and how to create clear imagery using a variety of ambitious vocabulary and language techniques.</p> <p>Teaching focusses on the whole text, developing students’ comprehension, critical reading and comparison skills, as well as their ability to produce clear, coherent writing using accurate standard English. Students will explore themes such as justice, friendship and racism.</p>	<p><u>Writing Skills</u> Write clearly, using a sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. To be able to use techniques such as sensory language, alliteration, personification, metaphor, simile, onomatopoeia effectively to create clear imagery.</p> <p>To write effective PEEE responses, students will be able to analyse characters, themes and language and make clear inferences on the text. Students will be able to justify their interpretations and link them to context and the intentions of the writer Louis Sachar.</p>
How will this be assessed?		<p>1.1: Write a Narrative Opening 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)</p>	
Maths	<p><u>Number and Calculation</u> <u>2</u></p>	<p>Multiples and factors; divisibility tests; squares and square roots; multiplying and dividing with two-digit numbers</p>	<p>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</p>

			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>	Carry out investigations using the equipment accurately and safely. Describe 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. They will explore linked processes, including diffusion, pollination, seed dispersal, menstruation and fertilisation. They will consider environmental factors in discussing the role of insects and the reasons for their demise.	Justifying equipment choice and measurement that are used during investigations. Explain how to reduce risks and record evidence in an effective way. Construct an accurate 3D model of a cell identifying key structures and functions. Using a light microscope to observe and record cell structures. Describe the structural adaptations of some unicellular organisms and look at the organisation of multicellular organisms. Explain the process of diffusion. Carry out the dissection of a flower and identify key reproductive organs and the process of pollination. Describe 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;</u> <u>Ecosystems</u>	Learning key geographical skills such as using 16 point compass directions to navigate to places, calculating scale and distance from the information provided	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.

		<p>on a real map, being able to use 4 and 6 figure grid references to accurately locate points on a map; exploring the local area of Qatar through looking at how the area has changed with a focus on infrastructure, what it is like at present and what it may look like in the future.</p> <p>Ecosystems are places where living creatures interact with nonliving to create an area where life thrives. It is important to understand that living creatures rely on non living entities so that it deepens our respect for all and makes us think more responsibly.</p> <p>Biodiversity and how humans can affect this both negatively and positive will be taught and discussed.</p>	<p>Create, describe and analyse climate graphs.</p> <p>Describe the distribution of biomes around the world.</p> <p>Link the location of biomes to climate.</p> <p>Justify the preservation of ecosystems even though it may hinder human development.</p>
How will this be assessed?		<p>End of term exam testing the following skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contextual knowledge of location <input type="checkbox"/> Application of geographical skills <input type="checkbox"/> Map reading <p>Extended writing on China and sustainability.</p>	
History	<u>1066: Battle of Hastings</u>	<p>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</p>	<p>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.</p>

		<p>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.</p>	
<p>How will this be assessed?</p>		<p>End of term exam testing skills in :</p> <p><input type="checkbox"/> Knowledge</p> <p><input type="checkbox"/> Cause and consequence of events</p> <p><input type="checkbox"/> Interpretation of sources</p>	
<p>Arabic</p>	<p><u>القراءة</u> <u>الهواية .. حياة متجددة.</u> <u>رسالة إلى سائق متهور</u> <u>قصة الثلج</u> <u>التسامح</u> <u>سكك الحديد القطرية ..</u> <u>(الرَّيْل) رؤية تتحقق</u> <u>الكلمة والجملة</u> <u>الفعل اللازم والفعل المتعدي.</u> <u>أنواع الفعل الصحيح والمعتل</u> <u>فعل الأمر</u> <u>الأسماء الخمسة</u> <u>إعراب الفعل المضارع</u> <u>كان وأخواتها</u> <u>إن وأخواتها</u> <u>المفعول المطلق</u> <u>التعبير الكتابي</u> <u>أهمية ممارسة الرياضة</u> <u>أعلام من التاريخ</u> <u>عمل الخير</u> <u>صفحة من مذكراتي اليومية</u> <u>قطر ... نهضة وعمران</u> <u>التحدث</u> <u>قصة زرقاء اليمامة</u> <u>مكارم الأخلاق</u> <u>الاستماع</u> <u>جابر عثرات الكرام</u> <u>حكمة أمير</u> <u>مدينة القيروان</u></p>	<p>1- تطوير القراءة - الصامتة والجهريّة عند الطالب بحيث يصحح الطالب اخطائه وذلك من خلال التحليل الصوتي للكلمة</p> <p>2- تطوير مهارة جمع وتوليد الأفكار من الانترنت بهدف الوصول للقراءة الجهريّة 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- إتقان كتابة الهمزة بأشكالها المختلفة على الألف والواو والياء وعلى السطر من خلال استراتيجية الحركة الاقوى .</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?		من خلال التقييم الواقعي المستمر ومن خلال الاختبارات وملاحظة المعلم وسجل الطالب بشكل فعال والمناقشة الفعالة	
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; 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	Playing all our chosen chords, in time, as a group, accompanying classes as they sing; transitioning between chords for their 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.	

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. Students will follow individual workouts to further improve their HRF.	Working at maximal levels while showing good technique and determination/resilience; timing/measuring accurately; peer coaching effectively. Students would show an improvement from their baseline scores and understand how they have improved.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation. Formal assessment on the CAD.	
ICT	<p>Y7 E-Safety (Week 1-7)</p> <p>Context:</p> <ul style="list-style-type: none"> - What is E Safety? - What is personal information? - What makes a strong password? - What is Cyberbullying? - How to stay safe online? - What is malware? <p>Y7 Computational Thinking (Week 8-13)</p> <p>Context:</p> <ul style="list-style-type: none"> - What is an algorithm? - What is sequencing, selection and iteration? - What is abstraction and decomposition? - How to combine programming techniques to build an interactive presentation? 	<p>Y7 E-Safety (Week 1-7)</p> <p>Students are introduced to their school accounts and are shown standard ways of working. Students learn how to use Google Apps for Education, learn about Internet Safety and create their own profile.</p> <p>Y7 Computational Thinking (Week 8-13)</p> <p>Students will be introduced to a number of the key terms associated with computational thinking and programming which will transition nicely into their next unit. Students will learn how to create an</p>	<p>Y7 E-Safety (Week 1-7)</p> <p>Will demonstrate understanding of online safety by creating a poster/information sheets illustrating the key points. Students will articulate understanding in a presentation.</p> <p>Y7 Computational Thinking (Week 8-13)</p> <p>Students should aim to complete a fully functional interactive presentation using the techniques they have learnt in class. They should also be able to refer back to the programming techniques used when reviewing their products.</p>

		interactive presentation in PowerPoint using the computing techniques they will have learnt in class.	
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 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 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.	