

Daubeney Academy

Curriculum Overview

Year 10 Spring Term 2 2018/2019



Year 10 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>Literature:</u> GCSE Literature Paper 1 “<u>A Christmas Carol</u>” by Charles Dickens Context: Life in Victorian Era. Working class families. Poverty vs Rich Families. Industrial Revolution. Charles Dickens biography</p> <p><u>Language:</u> Introduction to GCSE Language Paper 2 Writer’s Viewpoints and Perspectives. Non- Fiction Writing</p>	<p><u>In Reading:</u> Understanding and responding to the text of the novel or selected non- fiction extracts; understanding the relationships between the text of the novel and the context.</p> <p><u>In writing</u> Understanding how to communicate clearly, effectively and imaginatively in non - fiction writing; understanding how to adapt tone, style and register for different forms, purposes and audiences</p>	<p><u>Reading:</u> Using PEELED paragraphs when <u>commenting on the text:</u> Selecting and identifying relevant quotations from the text; analysing how individual language techniques/methods are used to develop the character, setting, mood, action or dialogue; evaluating the effectiveness of the selected language techniques/ methods; and linking selected quotations to the historical and social context of the novel and writer’s purpose/ tone; using embedded quotes fluently and commenting on alternative interpretation of the analysed quote; using PEELED paragraphs to compare, contrast and summarise information from various sources. commenting on semantic field and cumulative effect; Using evaluative verbs.</p> <p><u>Writing:</u> Implementing persuasive techniques in producing an effective argument, speech or article, letter; using persuasive techniques fluently: imagery, rhetorical questions, exaggeration, statistics, facts, anecdotes, rule of three to manipulate the reader; using variety of sentence structures; simple, compound, complex, multiclaused sentences, relative clauses, embedded clauses, full range of punctuation: semi colons, colons, parenthesis, brackets, variety of discourse markers: subordinating conjunctions and sentence openers: fronted adverbials; using correct tenses.</p>
How will this be assessed?	<i>Literature Essay Question (based on ‘A Christmas Carol’):</i>		

	<p>How does Dickens present Scrooge as an outsider to society? How does Dickens present Scrooge in the given extract? How does Dickens present Scrooge in the novel as a whole?</p> <p><u>Language Paper 2</u> <i>(based on articles: Extract from a non-fiction book called 'The Other Side of the Dale' written in 1998 by Gervase Phinn about his experiences as a School Inspector in the North of England; extracts derived from the Private Diary from the Private Diary of the Master of a London Ragged School).</i></p> <p><u>Reading:</u> The children at the primary school and the ragged school behave very differently. Use details from both sources to write a summary of the differences between the behaviour of the children at the two schools. How does the writer use language to describe Sister Brendan? Compare how the writers convey their different attitudes to the two schools.</p> <p><u>Writing:</u> 'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.' Write a speech for your school or college Leavers' Day to explain what you think makes a good education.</p>		
<p>Maths</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Transformation and construction</u> <input type="checkbox"/> <u>Angles</u> <input type="checkbox"/> <u>Average and range</u> <input type="checkbox"/> <u>Graphs</u> <input type="checkbox"/> <u>Equations and inequalities</u> <input type="checkbox"/> <u>Probability</u> 	<p>Showing application in real life context; developing fluency; applying formulae; mathematical reasoning; problem solving</p>	<p>Solving linear equations in one unknown algebraically; finding approximate solutions using a graph; solving quadratic equations algebraically by factorising, by completing the square and by using the quadratic formula; finding approximate solutions using a graph; solving two simultaneous equations in two variables (linear/linear or linear/quadratic) algebraically; finding approximate solutions using a graph; recording, describing and analysing the frequency of outcomes of probability experiments using tables and frequency trees; applying ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments; relating relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale; applying the property that the probabilities of an exhaustive set of outcomes sum to one; applying the property that the probabilities of an exhaustive set of mutually exclusive</p>

			events sum to one; understanding that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size
How will this be assessed?		End of unit tests, Half termly assessment.	
Science	<u>Atomic Structure, Particle Model & Electricity</u>	Understanding the history of the atomic theory; describing the structure of an atom and how it changes to create isotopes and ions; describing the 3 types of radiation; describing the causes and effects of atmospheric pressure; understanding what current and charge are; investigating factors that affect resistance in a wire and the difference between current and voltage; identifying features and functions of a wired plug; understanding the structure and function of the National Grid in the UK.	Describing the detail and evidence of different theories throughout time; explaining the difference between contamination and irradiation; evaluating the advantages and disadvantages of irradiation; identifying and explaining the effects of latent heat and specific heat capacity of objects that are heated when physical changes happen; describing what causes gas pressure and examples of its use and danger; planning and working safely to independently complete the required practicals, recording data and analysing patterns; applying and manipulating calculations linked to electricity, charge, power and energy.
How will this be assessed?		End of unit tests, Half termly assessment. Past GCSE papers.	
Geography	<u>Rivers:</u> How rivers change shape; the characteristics and formation of rivers; what management strategies can be used to prevent flooding.	Investigating the profile of a river and its valley; understanding that there are distinctive landforms form different physical processes; understanding how physical and human factors affect flood risk and the cost and benefits of such strategies.	Explaining the different characteristics and formation of rivers and the physical processes that affect this, as well as evaluating how planning and management can impact on the environment
How will this be assessed?		GCSE style end of unit test, based on knowledge learned throughout the topic.	

History	<u>Germany 1890 – 1945:</u> This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.	<input type="checkbox"/> Political, economic, social and cultural aspects of the Weimar Republic and the Third Reich & the role ideas played in influencing change. <input type="checkbox"/> The role of key individuals and groups in shaping change and the impact the developments had on them.	Using complex subject knowledge to form a developed judgement of the factors influencing key events and turning points; evaluating the reliability and prioritise the importance of a range of sources and historical evidence.
How will this be assessed?		Practice exam questions (1 per half term). Mock exam at the end of the unit.	
Religious Studies	<u>Sikhism: Practices</u> Features of the gurdwara and how worship is conducted, the role of prayer, investigation of some Sikh festivals, naming ceremonies for babies, attitudes to pilgrimage.	Understanding how the design of the gurdwara aids worship and prayer; researching the origins of the Khalsa and its importance today; explaining the significance and meaning of Sikh festivals; explaining the importance of pilgrimage to Sikhs, especially to the Golden Temple of Amritsar.	Analysing source evidence (religious teachings) and applying it to the way worship is conducted; making connections between the teachings of the Gurus and the use of langar; explaining the importance to Sikhs of certain festivals and linking this to the way celebration takes place; evaluating Sikh beliefs or practise by stating arguments which support and argue against them, giving a justified personal opinion.
How will this be assessed?		GCSE past paper on this element of the GCSE course.	
Spanish	<u>En mi insti; in school</u>	Understanding verb formations in the imperfect, present and conditional tenses; developing reading, writing, speaking and listening skills; developing opinions	Producing more fluent written and spoken pieces of between 40-90 words (1-2 minutes); using correctly conjugated verbs in more than three tenses; introducing sustained opinions in writing and spoken pieces.
How will this be assessed?		Mock GCSE papers across all skill areas	
Music	<u>Conventions of Pop</u> Studying Rock Anthems, Pop Ballads and Solo Artists of present day.	Expanding vocabulary relevant to film music including that related to music theory and	Applying developed vocabulary and appraising skills to listening exam questions; using compositional devices in free composition work; demonstrating a

	<u>Film Music</u> Studying film music and how film music is intrinsic to portrayal of movie narratives.	appraisal of both music used in films and music composed for films; students will learn to distinguish these two.	strong sense of musicality in solo/ensemble work as required by the criteria of OCR GCSE Music.
How will this be assessed?		Exam listening questions, submission of free composition and recorded ensemble and solo performance.	
Citizenship Studies	<u>Life in modern Britain:</u> <input type="checkbox"/> What the make-up, values and dynamics of contemporary UK society are. <input type="checkbox"/> What it means to be British, how our identities are formed and how we have multiple identities.	<input type="checkbox"/> The human, moral, legal and political rights and the duties, equalities and freedoms of citizens. <input type="checkbox"/> Key factors that create individual, group, national and global identities. <input type="checkbox"/> Changes and movement of population over time. The need for mutual respect and understanding.	Students will gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues.
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>GCSE: Sociocultural issues.</u> <u>BTech: Fitness for sport</u>	Understanding the reasons that affect participation and use data to draw conclusions; developing basketball skills	Applying knowledge of a variety of issues affecting participation via discussions/debates.
How will this be assessed?		A combination of continual assessment during practical sessions & an end of unit assessment; basketball assessment	
Life Skills	<u>BTEC Home Cooking</u> <u>BTEC Road Safety & Attitudes</u> <u>BTEC Money and Finance</u>	Investigating the components of an Eat-Well plate; exploring knife safety, skills, and techniques; looking at economising food and food planning for cost benefits; exploring how different factors can increase the risk of accidents on a planned journey; exploring different ways to pay for goods and services	Creating Chicken Fajitas; learning how to make an effective plan to save, for example, creating a budget planner.

		and investigating why we would use these methods; learning what the definitions expenditure and income are and discussing why we would spend or save.	
How will this be assessed?		Example questions from a past MOCK DEC1 level 1 exam paper.	
Drama	<u>Artistic intention</u>	Completing final devising piece, this is assessed in line with OCR criteria and marks are submitted for 30% of their GCSE grade.	Creating a highly developed and refined piece which clearly reflects intent, this will be accompanied by an evaluative portfolio which uses appropriate terminology.
How will this be assessed?		Ongoing teacher assessment	