

Daubeney Academy
Curriculum Overview
Year 10 Summer Term 1 2018/2019



Year 10 Summer Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>Literature:</u> GCSE Literature Paper 1 'Macbeth' by William Shakespeare Context: Elizabethan Era, King James. "The Great Chain of Being", the Gunpowder Plot of 1605, Queen Elizabeth, the position of women in the society</p> <p><u>Language:</u> AQA GCSE Language Paper 2; writer's viewpoints and perspectives. Non – fiction writing</p> <p><u>Speaking and Listening:</u> AQA GCSE Speaking and Listening: spoken presentation on a specific topic</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 <u>PEELED paragraphs when 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 Speaking & Listening:</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, mult clause sentences, relative clauses, embedded clauses; using a full range of punctuation: semi colons, colons, parenthesis, brackets & a variety of discourse markers; using subordinating conjunctions & sentence openers: fronted adverbials; using correct tenses.</p> <p><u>Speaking & Listening:</u></p>

			Expressing sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary; listening to questions/feedback, responding perceptively and if appropriate elaborating with further ideas and information.
How will this be assessed?		<p><u>Literature Essay Question (based on 'Macbeth')</u>: How does Shakespeare convey theme of power through the character of Lady Macbeth?</p> <p><u>Language Paper 2</u> 21st century Non-Fiction: Could you do your child's homework? The Observer, Sunday 15 December 2013; 19th century Non-Fiction: The Source consists of two letters (boy and father). <u>Reading</u>: Compare how the two writers convey their different attitudes to parenting and education. <u>Writing</u>: 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'; write an article for a broadsheet newspaper in which you explain your point of view on this statement.</p>	
Maths	<u>Transformation and construction</u> ; <u>Angles</u> ; <u>Average and range</u> ; <u>Graphs</u> ; <u>Equations and inequalities</u> ; <u>Probability</u>	Showing application in real life context; developing fluency; applying formulae; mathematical reasoning; problem solving	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 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>GCSE AQA Trilogy</u> <u>Biology: Bioenergetics;</u> <u>Homeostasis and</u> <u>Response; Inheritance</u> <u>and Evolution; Ecology</u>	Learning about photosynthesis; researching respiration; studying coordination and Control; learning about hormones. reproduction and Inheritance; discussing evolution; understanding classification; learning about adaptations and interdependence; appreciating biodiversity	Understanding the chemical equation in photosynthesis and limiting factors; comparing and contrasting the details of aerobic and anaerobic respiration; linking and explaining the development of lactic acid and oxygen debt in cells; understanding the structure and function of the human nervous system; effectively comparing the nervous and endocrine systems; understanding asexual reproduction, mitosis, sexual reproduction in plants and humans and meiosis; understanding the links between mutations, adaptations, natural selection, evolution and the possible creation of new species; understanding and explaining how the development of technology and DNA profiles has extended the work of classification; understanding the levels of structure within an ecosystem and that adaptations can be structural, behavioural or physiological in plant or animals; understanding how human activity is contributing to the greenhouse effect and the potential future impacts this may have.
How will this be assessed?		Topic tests using AQA exam boundaries; AQA Trilogy Biology Exams using past papers and AQA grade boundaries	
Geography	<u>Rivers</u>	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>	Understanding political, economic, social and cultural aspects of the Weimar Republic and the Third Reich & the role ideas played in influencing change; understanding 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; mock exam at the end of the unit.	
Religious Studies	<u>Religion, Peace and Conflict</u>	Understanding the reasons for war, protest or terrorist acts; comparing attitudes to weapons of mass destruction; explaining the concept of a Just War and relating this to religious teachings; learning about the role of holy wars and evaluating whether religion can be a cause of violence; discussing the role of pacifism and peace-makers in resolving conflict.	Making reference to religious teachings and explanation of how these influence the way people respond to ethical issues; explaining different interpretations of sacred texts; questioning how challenging it can be to belong to a religion; comparing others' beliefs to our own; researching case studies to evaluate the role of religion in conflict and conflict resolution; explaining and justifying opposing points of view with reference to religious teachings; using detailed logical arguments.
How will this be assessed?		GCSE past paper on this element of the GCSE course.	
Spanish	<u>Spanish: Mi gente</u>	Understanding more complex grammatical features such as direct and indirect object pronouns; developing all four essential skills: reading, writing, speaking and listening; developing our use of opinions using a variety of verb formations.	Producing more fluent written and spoken pieces of between 40-90 words (1-2 minutes); correctly conjugating verbs in more than three tenses; sustaining opinions in writing and spoken pieces.
How will this be assessed?		Mock GCSE writing assessment	

Music	<u>Rhythms of The World</u>	Expanding vocabulary relevant to African music, Samba music and Indian music; applying compositional skills; using technology to record a sequenced piece of music.	Producing compositions and performances which meet the GCSE Marking criteria; applying vocabulary when answering listening questions.
How will this be assessed?		Listening tests; assessment of composition; assessment of performances.	
Citizenship Studies	<u>Life in modern Britain</u>	Understanding how the media is regulated in the UK and problems that can arise when the media comes into conflict with those regulations; discussing the importance of building links with international organisations for the UK and possible areas of contention within these relationships.	Forming hypotheses, creating sustained and reasoned arguments and reaching substantiated conclusions about citizenship issues.
How will this be assessed?		GCSE style exam question, based on knowledge learned throughout the topic.	
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>	Developing our understanding of health and safety in the kitchen as well as, exploring the consequences of poor food hygiene; investigating different ways to economise meals and shopping to a budget or dietary requirement;	Planning, organising and performing a successful fundraising event; knowing appropriate promotional techniques; know the appropriate roles and skills required for the fundraising event; explaining the different types of checks and their purpose and how they link to safety.

		understanding the costs involved in producing and selling a product or service; performing vehicle maintenance checks efficiently on two modes of transport (Car & Pushbike);	
How will this be assessed?		Ongoing teacher assessment	
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; exploring Blood Brothers and discuss themes and characters in the play	Creating a highly developed and refined piece which clearly reflects intent, this will be accompanied by an evaluative portfolio which uses appropriate terminology; demonstrating skills that positively impact upon performance
How will this be assessed?		Ongoing teacher assessment	
Art & Design: Graphic Communication	<u>Motion Picture Home Media Project</u>	Planning/drafting the layout and contents of a page/work; constructing drawings & deconstructing objects using basic shapes and techniques; conveying messages, feelings, emotions & intent using visual language.	Producing a portfolio (sketchbook) of work that demonstrates mastery of all four of the assessment objectives. AO1. Develop ideas through investigations, demonstrating critical understanding of sources. AO2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3. Record ideas, observations and insights relevant to intentions as work progresses. AO4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
How will this be assessed?		Mock Assessment of Project: Work will be assessed using the exam board assessment grid to provide feedback on areas for improvement and to provide an indicative grade/score.	