

Daubeney Academy
Curriculum Overview
Year 10 Summer Term 2 2018/2019



Year 10 Summer 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 '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 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 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, multclause 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	Construction, loci and bearings; further statistics; equations and graphs; multiplicative reasoning	Showing application in real life context; developing fluency; applying formulae; using mathematical reasoning; using problem solving skills	Constructing and interpreting diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and knowing their appropriate use; interpreting, analysing and comparing the distributions of data sets from univariate empirical distributions through: appropriate graphical representation involving discrete, continuous and grouped data, including box plots appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers, quartiles and inter-quartile range); translating simple situations or procedures into algebraic expressions or formulae; deriving an equation (or two simultaneous equations), solving the equation(s) and interpreting the solution; calculating exactly with fractions, surds and multiples of π ; simplifying surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$) and rationalising denominators
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>The Changing UK</u> <u>Economy:</u> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth <u>Coasts (students will begin this topic and will complete it in Autumn 2019:</u> The physical process that shape the coastline and how coastal landforms are created.	Learning what the causes of economic decline are, what a post-industrial economy is & how modern industry can be more sustainable; evaluating regional differences and considering the place of the UK in the wider world. Learning what the coastal processes are and how geological structure and rock type influences coastal forms.	Understanding that economic factors affect human environments and how these change over time and place; evaluating the success of sustainable management and determining what the areas of current and future challenges and opportunities are for these environments; understanding how physical processes impact on the physical environment and how these processes can be measured.

How will this be assessed?		GCSE style end of unit test, based on knowledge learned throughout the topic.	
History	<p>Conflict and Tension: The inter war years, 1918-1939</p> <p>Part one: Peace-making – The Treaty of Versailles.</p> <p>Part two: The League of Nations and international peace.</p> <p>Part three: The origins and outbreak of the Second World War</p>	<p>Developing knowledge of the causes of the Second World War and how and why conflict occurred;</p> <p>understanding the complex and diverse interests of different states during the inter-war years; studying the role ideas played in influencing change;</p> <p>studying the role of key individuals and groups in shaping change and the impact the developments had on them.</p>	<p>Using complex subject knowledge to form a developed judgement of the factors influencing key events and turning points;</p> <p>evaluating the reliability and prioritising the importance of a range of sources and historical evidence.</p>
How will this be assessed?		Practice exam questions; mock exam at the end of the unit.	
Religious Studies	<p><u>Religion and Life</u></p> <p>The origin of the universe and of human life (from Christian, Sikh and scientific perspectives); human responsibility towards caring for the environment; religious attitudes towards the use and abuse of the environment and animals; the concept of the sanctity of life, linked to issues such as abortion and euthanasia; beliefs about life after death.</p>	<p>Understanding different religious and secular explanations of creation, comparing and contrasting them;</p> <p>evaluating the responsibility humans have towards the natural world, and where this responsibility originates; applying religious teachings and beliefs to ethical and moral decisions, justifying responses.</p>	<p>Referring to religious teachings and explaining how these influence the way people respond to ethical issues;</p> <p>explaining different interpretations of sacred texts; questioning how challenging it can be to belong to a religion;</p> <p>comparing others' beliefs to our own; making balanced arguments: explaining and justifying opposing points of view with reference to religious teachings; using detailed logical arguments.</p>
How will this be assessed?		GCSE past paper on this element of the GCSE course.	
Spanish	<p><u>Spanish: Mi gente</u></p>	<p>Understanding more complex grammatical features such as direct and indirect object pronouns; developing all four essential skills:</p>	<p>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.</p>

		reading, writing, speaking and listening; developing our use of opinions using a variety of verb formations.	
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</u> : Sociocultural issues. <u>BTech</u> : Fitness for sport	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	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

		<p>food hygiene; investigating different ways to economise meals and shopping to a budget or dietary requirement; understanding the costs involved in producing and selling a product or service; performing vehicle maintenance checks efficiently on two modes of transport (Car & Pushbike);</p>	<p>and their purpose and how they link to safety.</p>
How will this be assessed?		Ongoing teacher assessment	
Drama	<u>Artistic intention</u>	<p>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</p>	<p>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</p>
How will this be assessed?		Ongoing teacher assessment	
Art & Design: Graphic Communication	<p><u>Food Packaging Anniversary Edition Project</u>: Introduction to graphic communication and visual language.</p>	<p>Learning how to plan/draft the layout and contents of a page/work; learning how to construct drawings/deconstruct objects using basic shapes and techniques; learning how to convey messages, feelings/emotions and intent using visual language.</p>	<p>Producing a complete portfolio (sketchbook) of work that demonstrates mastery of all four of the assessment objectives.</p> <p>AO1. Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3. Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>AO1.</p>

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.