

**Daubeney Academy**  
**Curriculum Overview**  
**Year 7 Spring Term 2 2018/2019**



Year 7 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>"The Boy in Striped Pyjamas"</u> by John Boyne</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Context: WW2 key events, Adolf Hitler biography, Holocaust, Final Solution.</li> <li><input type="checkbox"/> Implementing and practicing GCSE Literature Paper 2 skills</li> <li><input type="checkbox"/> Implementing Language Paper 2 skills -</li> <li><input type="checkbox"/> Writer's Viewpoints and Perspectives; non- Fiction Writing</li> </ul>	<p><b><u>In Reading:</u></b>            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><b><u>In writing</u></b>            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><b><u>Reading:</u></b>            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; using PEELED paragraphs to compare, contrast and summarise information from various sources.</p> <p><b><u>Writing:</u></b>            Using persuasive techniques fluently: imagery, rhetorical questions, exaggeration, statistics, facts, anecdotes, rule of three to produce effective non-fiction written pieces: letter, argument, speech or article; using variety of sentence forms, fronted adverbials, conjunctions, Standard English and full range of punctuation.</p>
How will this be assessed?		<p><b><u>Literature Essay Question:</u></b> Essay Question: <i>How Does Boyne present Bruno as a vulnerable and innocent character? How does Boyne present Bruno in the given extract? How does Boyne Present Bruno in the Novel as a whole?</i></p> <p><b><u>Language Paper 2 Questions:</u></b></p> <p><b><u>Reading:</u></b> Use details from <b>both</b> sources. Write a summary of the differences between Amber and the Watercress Girl? How does the writer use <b>language</b> to describe the Watercress Girl? Compare how the writers convey Amber's and the Watercress Girl's different experiences of childhood?</p> <p><b><u>Writing:</u></b> The following statement was made on a local radio programme: 'Beauty contests and talent competitions are a good idea because they give young children confidence and something to</p>	

		aim for.' Write a letter to the radio station in which you argue for or against the opinion expressed in the statement.	
Maths	<input type="checkbox"/> <u>Decimals and measures</u> <input type="checkbox"/> <u>Angles and lines</u> <input type="checkbox"/> <u>Ratio and proportion</u> <input type="checkbox"/> <u>Equations</u>	Showing application in real life context; developing fluency	Solving simple linear equations with integer coefficients; solving simple two-step linear equations with integer coefficients; substituting integers into formulae to give equations and solve; finding a positive and negative square root as a solution of an equation involving $x^2$ ; constructing and solving equations of the form $a(x +/ - b) = c(x +/ - d)$ [a or c can be 1]; using systematic trial and improvement to find the approximate solution to one decimal place of equations such as $x^3 + x = 50$
How will this be assessed?		End of unit tests, half-termly assessment.	
Science	<u>Forces, Gravity &amp; Space</u>	Sketching the forces acting on an object; identifying if forces are balanced or unbalanced; describing the appearance of planets; explaining why daylight hours are different around the world during the year; describing how technology is used in space exploration and observations of the universe.	Describing factors which affect the size of frictional and drag forces; identifying forces in pairs as interactions and describe the effects; comparing and contrasting gravity with other forces; drawing conclusions from data about orbits, based on how gravity varies with mass and distance; comparing explanations from different periods in history about the structure of the Universe.
How will this be assessed?		Open ended success criteria structured task about Jupiter's Moons or Mass and Weight; students will apply their knowledge and understanding to complete the task with the guidance from the success criteria grade ladder; spring term science exam with questions from topics taught since September.	
Geography	<u>Glaciation:</u> What is glaciation and glacial landscapes, with a focus on Antarctica and the impact of tourism on the area.	Identifying the features of the glacial landscape; considering how physical and human processes affect each other and what the consequences of these relationships are.	Understanding that physical and human processes link with the physical and human environments, which creates diversity and changes and recognise that they contribute the geographical characteristics of places and environments.
How will this be assessed?		End of unit test, based on knowledge learnt throughout the topic	

History	<u>Life In The Middle Ages:</u> The War of the Roses and the start of the Tudor Dynasty.	Understanding key events such as the Black Death, The Peasants Revolt, Murder of Thomas Becket, The signing of the Magna Carta, The Crusades & their long-term impact on English society	Analysing source evidence and evaluating its reliability and using this to form a judgement on key questions & topics. E.g. by analysing the influence of the Black Death on English society or evaluating the short and long-term impact of the signing of the Magna Carta in 1215.
How will this be assessed?		Essay Question: <i>Was Henry II responsible for the murder of Thomas Becket?</i> Students must produce a balanced answer and form a judgement.	
Religious Studies	<u>How Can War Ever be Justified?</u> <input type="checkbox"/> Causes of war and conflict <input type="checkbox"/> Religious attitudes to war and conflict resolution <input type="checkbox"/> Just War theory	Researching and explaining religious attitudes to war; comparing own beliefs about war with those of others; explaining what Just War means	Analysing source evidence (religious teachings) and evaluating what it suggests humans should do; comparing religious beliefs with each other and with own beliefs; explaining how beliefs would affect the way people behave in conflict situations; evaluating different beliefs about conflict resolution.
How will this be assessed?		GCSE style questions based on the topic of war and conflict resolution (5 questions including a balanced argument.)	
MFL	Spanish: <u>In school</u> French: <u>Where we live</u>	Using the verbs 'estudiar' and 'haber'; using opinions; using transactional spoken French, including giving directions.	Using more than one tense; producing more developed paragraphs with time phrases; developing opinions in Spanish; producing a more detailed town map; giving and understanding directions
How will this be assessed?		Spanish: written assessment which has elements of listening, reading, grammar, translation and writing. French: map production task	
Music	<u>Rhythm &amp; Pulse</u> Students will continue to develop their own feeling for and awareness of a regular pulse; be able to make a clear distinction between pulse and rhythm; learn to use rhythm grids as a method of recording rhythms.	Knowledge of key vocabulary related to note duration, importance of rhythm and pulse in music of all forms; knowledge to notate their own rhythm compositions.	Increased independence and confidence to improvise various rhythmic patterns and adapting them to different time signatures.
How will this be assessed?		Final London Underground Composition Task: students will be expected to compose rhythm chants based on names of London Underground Tube Stations.	

Art	<u>Aliens</u>	Exploring the work of Yinka Shonibare and discovering how he represents how alien you can feel in a new environment; learning about the ideas, methods and approaches used by other artists who have looked at similar ideas in their work.	Creating an alien sculpture by using found materials to build with; Developing a pattern based on your cultural heritage to decorate your alien.
How will this be assessed?		Ongoing teacher assessment	
PSHE	<u>Self-identity and self-awareness:</u> What self-identity is and why it is important to have self-awareness	Developing an understanding of our own identities, strengths and weaknesses; gaining knowledge of how to develop key skills to help at school and in the work place.	Demonstrating intelligent and articulate views in a sensitive manner.
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Hockey; Gym – flight</u>	Understanding Hockey: basic dribbling; push and slap pass; receiving on the forehand; block tackling; understanding skills of assisted flight.	Working at maximal levels in all situations; applying rules consistently; umpiring with confidence; using gym skills with fluency and control in an increasingly complex group sequence
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A; final group sequence in gymnastics	
DEC!	<u>Home for Everyone</u> Students will continue to investigate how inclusive our 'normal' homes are in their design; they will then consider how to design a home that meets as many needs as possible for a range of disabilities and barriers people face.	Students will consider the architectural challenges of this issue; they will discuss the balance between what is realistic, cost effective, affordable and aesthetically pleasing, such as <i>what is most important about your design? who are the most important people to consider?</i>	Excellence will be demonstrated by students working with increased independence in a team, hypothesising solutions and testing them out using CAD models and views/information gathered from the community.
How will this be assessed?		Example questions from a past MOCK DEC1 level 1 exam paper.	

Drama	<u>Script work</u>	Discovering the roles of director, costume designer & prop department; developing comedy timing & confidence	Developing believable yet funny characters with costumes that suit roles; contributing effectively to the performance of the class
How will this be assessed?		A performance for the remainder of the year group	
Food	<u>Healthy eating; food preparation skills; investigations.</u>	Understanding how and why we need to make healthy food choices; developing food preparation skills; comparing readymade and homemade products; making different recipes; explaining how raising agents work in cake mixtures.	Explaining why a healthy diet is important and listing what they should include; choosing the correct tools during practical sessions; creating dishes with confidence and competence
How will this be assessed?		Ongoing practical tasks	
Resistant Materials Technology	<u>Acrylic Picture Frame Project:</u> design and make a picture frame intended to be sold in sports shops, which is made from sheet acrylic and vinyl.	Knowledge of the design process including; <i>the design brief, design specification, the use of research to inform design thinking and the application of CAD;</i> practical skills including; <i>marking-out, shaping by hand, machining, finishing, forming and CAM.</i>	Understanding of the design process including; <i>what a design brief is, what a design specification is, how research can assist with generating ideas, and the use of evaluation to identify successful solutions or design flaws;</i> Selection and use of the correct tools and equipment to apply relevant practical processes to produce a finished high-quality prototype product.
How will this be assessed?		End of Project Assessment: <i>Students will have produced a portfolio of design work along with a finished prototype product, which are then evaluated against assessment criteria to measure attainment.</i>	