

Daubeney Academy
Curriculum Overview
Year 7 Summer Term 2 2018/2019



Year 7 Summer Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>'AQA Love and Relationships Poetry Cluster: 'Before you were mine', 'Mother any distance', 'Walking Away'</u></p> <p>Context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing and practicing GCSE Literature Paper 2 skills <input type="checkbox"/> Implementing Language Paper 2 skills - <input type="checkbox"/> Writer's viewpoints and perspectives <input type="checkbox"/> Non – fiction writing 	<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. Using PEELED paragraphs to compare, contrast and summarise information from various sources.</p> <p><u>Writing:</u> 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?		<u>Literature Essay Question:</u> Essay Question: Compare the ways poets present the feelings towards their mothers in 'Before you were mine' and 'Mother, Any Distance'?	
Maths	Sequences and graphs; transformation	Showing application in real life context; developing fluency	Appreciating the infinite nature of the sets of integers, real and rational numbers; generating terms of a sequence from a term-to-term rule; generating terms of a sequence from a position-to-term; recognising arithmetic sequences find the nth term; recognising geometric sequences and appreciate other sequences that arise
How will this be assessed?		End of unit tests, half-termly assessment.	

Science	<u>Interdependence and Ecology; Plants and Photosynthesis</u>	Describing how a population changes as predator or prey population changes; explaining effects of environmental changes and toxic materials on a species' population; combining food chains to form a food web; understanding the difference between sexual and asexual reproduction in plants; describing ways in which plants obtain resources for photosynthesis	Suggesting what might happen when an unfamiliar species is introduced into a food web; developing an argument about how toxic substances can accumulate in human food; making conclusions linked to accurate graph data of predator and prey populations; providing full detailed and justified investigations to show how the rate of photosynthesis is affected by changing conditions (plan, data, graph, conclusions and evaluations); suggesting how particular conditions could affect plant growth; suggesting reasons for particular adaptations of leaves, roots and stems.
How will this be assessed?		Open ended success criteria via structured tasks about food chains or adaptations; fully written reports for investigation into photosynthesis; 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>Africa:</u> Where is Africa and what countries does it contain? What human, physical and environmental conditions are found in Africa? An in-depth study on Ethiopia.	Knowledge of the continent of Africa; understanding of the different biomes in Africa and how population is distributed; developing research skills to examine the coffee industry in Ethiopia.	Understanding that physical and human processes link with the physical and human environments, which impacts on different places in different ways; recognising that these processes contribute to 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>The Tudors and The Stuarts</u>	Knowledge of key events and themes such as The English Reformation and its long-term impact on English society; analysing the challenges and successes of Henry's children during their reigns; identifying and explaining the	Analysing source evidence and evaluating its reliability and using this to form a judgement on key questions/topics, for example by evaluating the short and long-term impact of the Break with Rome in 1534 or the different theories surrounding the Gunpowder Plot.

		challenges to royal authority during the Stuart period; developing source analysis and evaluation; forming a developed judgement based on evidence.	
How will this be assessed?		Students will judge who they think was most responsible for the gunpowder plot using contextual knowledge and by analysing source evidence.	
Religious Studies	<u>What is it like to be a 21st century Sikh?</u>	Researching and explaining Sikh attitudes to others; comparing own beliefs with Sikhism; interpreting teachings and traditional stories.	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 daily life.
How will this be assessed?		GCSE style questions based on the topic of Sikh beliefs (5 questions including a balanced argument.)	
MFL	Spanish: <u>Sports & Freetime</u> French: <u>Holidays</u>	Spanish: understanding how to use the verbs 'hacer' and 'me gusta'; giving opinions in verbal and written form. French: using transactional spoken French	Spanish: using more than one tense; producing paragraphs with time phrases French: responding spontaneously to scenarios using mostly accurate French.
How will this be assessed?		Spanish: written assessment French: spoken assessment	
Music	<u>Ukulele</u>	Reading both chords and melodies from TAB; playing a range of chords both separately and in a sequence in time with others.	Changing between chords whilst maintaining a strumming rhythm; giving feedback to others on improving their ukulele technique; accessing barre chords and exploring a variety of rhythmic patterns.
How will this be assessed?		End of unit performance assessment; theory, listening and appraising work assessed formatively through booklets.	
Art	<u>Still Life</u>	Practicing drawing and painting to improve skills and create artwork; arranging objects and recording them from a specific	Using pencil shading, cross hatching and stippling to enhance portraits.

		viewpoint; understanding use of tonal ink and negative space.	
How will this be assessed?		Ongoing teacher assessment	
PSHE	Homelessness; the effect of alcohol	Developing knowledge of the factors impacting on lives which can lead to homelessness; understanding what support is available to help people in this situation; developing knowledge of how alcohol can affect the body.	Demonstrating intelligent and articulate views in a sensitive manner.
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
PE	<u>Athletics</u>	Learning track sprinting techniques; learning middle distance pacing; running through the line; running in the inside lane; learning about throwing safety & measuring of throws (rounders, cricket, shot putt, javelin); developing long and high jump techniques	Working at maximal levels showing strong technique and determination/resilience; timing/ measuring accurately; peer coaching.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A	
ICT	<u>Desktop Publishing</u>	Knowledge of how to develop transition booklets, including considering what information the booklet should include; planning the layout and contents of the booklet; setting-up the booklet using DTP software; customising guides and margins; creating the elements of each page of the booklet such as titles,	Students will produce a booklet that exemplifies good layout and formatting, which is visually interesting and is full of useful and relevant information to the intended audience.

		text boxes, picture, shapes/symbols.	
How will this be assessed?		End of Project Assessment: Students will undertake a self and peer evaluation of their draft booklet to allow them to make final alterations to improve their work before submitting their finished booklet to their teacher to be evaluated against the assessment criteria.	
Drama	<u>Roald Dahl</u>	Creating drama from a stimulus, drawing inspiration from Roald Dahl's poetry; working collaboratively and challenging peers to produce a piece that represents the meaning and feel of the poem.	Showing awareness of the audience as well as conveying meaning and thought.
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
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>	Knowledge of the design process including; the design brief, design specification, the use of research to inform design thinking and the application of CAD. Practical skills including; marking-out, shaping by hand, machining, finishing, forming and CAM.	Using evaluation to identify successful solutions or design flaws; selecting and using 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: 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.	

