

Daubeney Academy
Curriculum Overview
Year 7 Autumn Term 1 2017/2018



| Year 7 Autumn Term 1 | What are we learning? | What KUS will we gain? | What will excellence look like? |
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| English | War and Wildlife Extracts (Lord of the Flies, War Horse, Whispers in the Graveyard) | GCSE Language Paper 1 skills: commenting on: explicit information from the text; structural features and their effects; writers' methods and language techniques; descriptive/narrative writing skills; non-fiction writing skills | Reading Comprehension: Fluent use of PEELED paragraph structure; taking forensic approach to exploring the effects of words, phrases, language features, sentence forms, narrative perspective/place, climax, contrasts/dialogue; linking across paragraphs etc.; supporting ideas with a range of textual detail (using embedded quotations, choosing the shortest and most appropriate evidence); making sophisticated use of subject terminology such as: connotation, semantic field, cumulative effect, sibilance or juxtaposition etc. Writing: Use of high level vocabulary and expanded similes/metaphors, personification; full range of punctuation; variety of sentence forms (fiction); journalistic style, persuasive techniques (non-fiction) |
| Maths | Analysing and displaying data; expressions, functions and formulae; calculation; graphs | Applying formulae and showing application in real life context; developing fluency in data interpretation. | Working out mode, range and median; using frequency tables; understanding the degrees in a circle; understanding positive and negative numbers; rounding numbers to the nearest 10; using decimal division; using powers, square numbers and cube numbers; solving equations |
| Science | Particles; cells and reproduction; | Researching & identifying solids, liquids and gases; presenting data; understanding air pressure and water particles; researching particle theories over time; understanding plant and animal cells; | Drawing particle ideas; independently designing data presentation ideas; predicting diffusion rates; explain the difference between melting and dissolving; collaborating on and testing theories; explaining the difference between atoms and molecules; identifying cells and explaining the functions of the parts, including mitochondria; forming opinions about organ transplantation; |

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| | | <p>using microscopes; understanding major organs and bodily systems and their functions; describing external and internal reproduction; understanding human reproduction processes; understanding the menstrual cycle and the birth process; understanding adolescence; explaining reproduction in flowering plants.</p> | <p>explaining in detail the reproductive process; expressing opinions about IVF treatment; using correct terminology to explain the plant life cycle</p> |
| Geography | The Earth's history | <p>Describing clearly how events happened, including key details about the formation of the Earth; explaining and linking events; retaining key facts</p> | <p>Describing the spread of humankind clearly and explaining accurately, using examples.</p> |
| History | <p>1066: The Norman Conquest: Contenders to the throne & battles; the Feudal System & the Domesday Book; Castles (local study: Bedford)</p> | <p>Knowledge of key figures such as Harold Godwinson, Harald Hardrada and William of Normandy and key battles such as Stamford Bridge and Hastings; an understanding of the methods used by William I to keep control of England and their long-term impact on English society; source analysis and evaluation and learning to form a developed judgement based on evidence.</p> | <p>Analysing source evidence and evaluating its reliability and using this to form a judgement on key questions/topics, for example, by evaluating the strengths and weaknesses of the contenders to the throne in 1066 or the methods used by William I to keep control of England following the Norman Conquest.</p> |
| Religious Studies | <p>What do people believe about God? Religious beliefs about what God is like.</p> | <p>Empathy; questioning beliefs; research; explaining beliefs; justification of opinions</p> | <p>Use of PEE skills; comparison of personal beliefs with others; questioning beliefs; understanding the importance of God in people's lives.</p> |

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| MFL | Spanish: mi vida; French: c'est perso | Spanish: learning the alphabet and some basic phonics; conduct a basic Spanish conversation; asking about how someone is and their name; saying what kind of person you are; learning numbers up to 31; giving your birthday and age; talking about which pets you have. French: suggesting your likes and dislikes; developing translation skills; understanding the way in which present tense French verbs are conjugated; describing your own personality – including the use of the negative. | Spanish: Asking questions in the classroom in Spanish; learning numbers up to 100; investigating and understanding the way in which present tense verbs work in Spanish; regularly revising vocabulary at home; asking questions in Spanish as well as answering them. French: developing your answers independently using vocabulary you have discovered for yourself; conjugating verbs; describing other people as well as yourself. |
| Music | The Blues | Playing a famous Blues song on a keyboard; developing keyboard skills, including independence with both hands | Performing a Blues song with fluency, expression and a range of learned techniques |
| Art | Identity | Exploring your identity and creating images that reflect ideas about yourself; working from observation, memory and imagination; improving use of graphite and chalk pastels. | Using pencil shading, cross hatching and stippling to enhance portraits. |
| PSHE | Mental Health | Learning up-to-date and relevant information relating to mental illness and health; applying information to students' own contexts | Expressing intelligent and articulate views about mental health issues. |

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| PE | Girls: netball; boys: basketball | Passing short & long distances using different techniques; catching/controlling a ball; dodging, marking & shooting; officiating & analysing performance; understanding roles, positions & tactics and how to alter plans accordingly; understanding the value of fairness | Applying the skills of the game with increased precision and speed in a competitive game situation; being able to play more than one position successfully; demonstrating knowledge of the rules/tactics when playing/ officiating with confidence; analysing performance and suggesting ways to improve; justification of POM using sport specific language. |
| ICT | Digital Literacy | Saving, copying and pasting work; learning shortcuts and internet searching skills; using Word; understanding how a database works; using the internet for research; enhancing PowerPoint presentation skills | Using knowledge, skills and understanding to support or teach others; creating presentations that enhance learning; using Google apps with skill and confidence |
| Food Technology | Healthy eating. Food preparation skills. Investigations. | 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 |
| Resistant Materials | How to create an acrylic picture frame | Shaping by hand; using appropriate machinery; forming designs using CAD and CAM | Using appropriate research to help inform design decisions, including proper use of colouring/shading techniques along with well written reasons/reasoning for design decisions; applying techniques such as measuring & marking, filing & finishing, machining, plastic forming and the application of a vinyl decoration/design. |