

Daubeney Academy
Curriculum Overview
Year 7 Spring Term 2 2017/2018



Year 7 Spring Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>The Boy In The Striped Pyjamas</u>	<p>GCSE Literature Paper 1 Skills: Deconstructing the novel; discussing its form, structure and language; focusing on the characters and themes relationships and analysis; linking to the historical/social context in which the novel was written; responding to exam type questions in terms of an extract (from the novel) and the novel as a whole; essay and argument writing skills; writing in a style of an author.</p>	<p>Reading Comprehension: At the top of the level, a student's response to the exam type question should be a critical, exploratory, well-structured argument; conceptualised approach to the full task should be supported by a range of judicious (well chosen) textual references (quotations); there will be a fine-grained and insightful analysis of writer's methods – language, form and structure - supported by judicious use of subject terminology and their effects on the reader; student should also display understanding of the relationships between texts and the contexts in which they were written; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation is also one of the criteria for a successful response.</p> <p>Writing: Demonstrating the understanding of writer's craft by making a sustained and convincing attempt at continuing in the tone of the original author; adopting similar style, word choice, sentence fluency and structural devices in constructing an alternative ending to the novel; the writing should create an accurate and convincing impression of the characters, setting/scene, atmosphere, and events.</p>
Maths	<u>Angles and lines; ratio and proportion; equations</u>	Showing application in real life context; developing fluency; interpreting data; applying formulae	Solving simple linear equations with integer coefficients; substituting integers into formulae to give equations; finding a positive and negative square root as a solution of an equation involving x^2 ; constructing and solving equations of the

			form; using systematic trial and improvement to find the approximate solution to one decimal place of equations
Science	<u>Materials</u>	Understanding the meaning and application of specific vocabulary keywords and phrases; linking properties to the use of specific materials; investigating and explaining the suitability of certain materials for their use and purpose; understanding the meaning and several examples of natural and synthetic materials; researching how crude oil is made; researching how plastics can be chemically or physically modified; understanding how technology is continually advancing and developing new materials	Understanding, applying and using new vocabulary when describing materials; using experimental data to identify properties in materials tested; planning investigations with good detail (variables, technique and safety), results and conclusions; demonstrating a clear understanding of the difference between natural and synthetic materials, naming examples and describing their properties; understanding the formation, extraction and uses of crude oil – including the ethical issues surrounding the uses and disposal of plastics.
Geography	<u>Glaciation</u>	Learning what Glaciation is and glacial landscapes are, 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 recognising that they contribute to the geographical characteristics of places and environments.
History	<u>Life In The Middle Ages</u>	Knowledge of key events such as the Black Death, the	Analysing source evidence and evaluating its reliability and using this to form a judgement on key questions/topics, for

		Peasants' Revolt, the murder of Thomas Becket, the signing of the Magna Carta, the Crusades and their long-term impact on English society	example, 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.
Religious Studies	<u>How Can War Be Justified?</u>	Researching religious teachings about conflict; developing empathy; questioning beliefs; justifying opinions	Using PEE skills; comparing personal beliefs with others; explaining personal and others' beliefs in detail; questioning beliefs and actions; explaining beliefs from opposing viewpoints; referring to religious teachings
MFL	Spanish: <u>School Subjects</u> French: <u>School Subjects</u>	Understanding verb formations (such as <i>estudiar</i> and <i>haber</i> in Spanish); developing reading, writing, speaking and listening skills.	Being able to use more than one tense and being able to produce more developed paragraphs with time phrases; being able to conjugate verbs, both regular and irregular verbs; developing written and spoken opinions in Spanish
Music	<u>Samba</u>	Researching the roles of different instruments in samba music; learning how to play a range of different samba instruments; learning how to play polyrhythms as part of a group.	Focussing on playing in time; following the instructions of the leader; creating an outstanding group performance.
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.
PSHE	<u>Laws & The Justice System</u>	Learning about various laws that affect our rights and responsibilities in society; debating	Making intelligent and articulate arguments sensitively and appropriately; demonstrating excellent knowledge of our legal rights and responsibilities

		criminal law processes in relation to how they affect young people and adults	
PE	Girls: <u>Hockey, Gym</u> Boys: <u>Hockey, Volleyball</u>	Hockey: dribbling, passing, receiving, tackling; learning the basic rules of a small sided game; Volleyball: digging, volleying, serving; learning the basic rules of a small sided game Gym: travelling over and under, leap-frogging, cartwheeling, balancing as a group, sequence building	Applying and adhering to rules; implementing skills and tactics; using higher level skills used with fluency and control in more complex group sequences
DEC!	<u>Designing an Ideal Home</u>	Deepening learning about sustainability, CAD tools, and careers of the build environment as well as relevant local, national and global issues.	Developing a better informed and well evidenced thought path to what constitutes an 'ideal' home; acknowledging economic, social and environmental issues.
Food Technology	<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
Resistant Materials	<u>How to create an acrylic picture frame</u>	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.