

Daubeney Academy
Curriculum Overview
Year 8 Spring Term 2 2018/2019



Year 8 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>“An Inspector Calls”</u> by J. B. Priestley</p> <ul style="list-style-type: none"> <input type="checkbox"/> Context: strong distinctions between the upper and lower classes in 1912. Stereotypical gender roles. Capitalist Society. Titanic. WW1 <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) 	<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?		<p><u>Literature Essay Question (Based on ‘An Inspector Calls’):</u> <i>How does Priestly Present the character of Inspector Goole? How does Priestly present Inspector Goole in the given extract? How does Priestly present Inspector Goole on in the play as a whole?</i></p> <p><u>Language Paper 2 Questions (based on two articles: ‘Forget 101 Dalmatians, 16 are driving me dotty!’, ‘Carriage Dogs’</u></p> <p><u>Reading:</u> Use details from both sources. Write a summary of the different ways Milly’s vet and Mr Walker’s servant look after the dogs. How does the writer use language to show the behaviour of the puppies? The writers have shown how Dalmatians form close relationships with others: Milly with the puppies and Becky, and the small</p>	

		<p>Dalmatian dog with the horse. Compare how the two writers convey these relationships.</p> <p>Writing:</p> <p>‘People become too attached to their pets. Animals are here to be useful, not to be spoilt.’ Write the text to appear on a website about the treatment of animals in which you explain your point of view on this statement.</p>	
Maths	<input type="checkbox"/> <u>Number properties</u> <input type="checkbox"/> <u>Lines and angles</u> <input type="checkbox"/> <u>Constructions and loci</u>	<p>Showing application in real life context; developing fluency; interpreting data; mathematical reasoning</p>	<p>Drawing and measuring line segments and angles in geometric figures; deriving and using the standard ruler and compass constructions: perpendicular bisector of a line segment, a perpendicular to a given line from/at a given point, bisecting a given angle; recognising and using the perpendicular distance from a point to a line as the shortest distance to the line; describing, sketching and drawing using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric; using the standard conventions for labelling the sides and angles of triangle ABC</p>
How will this be assessed?		End of unit tests, half-termly assessment.	
Science	<u>Light & Sound</u>	<p>Investigating the law of reflection; constructing accurate ray diagrams of reflection and refraction; describing the dispersion of white; describing the visible spectrum and colours of light; describing the amplitude and frequency of a wave from a diagram or oscilloscope picture; using drawings of waves to describe how sound waves change with volume or pitch.</p>	<p>Understanding the terms real and virtual images and why images are not formed by ‘rough’ surfaces; analysing the refraction of light; evaluating the data behind a claim for a sound creation or blocking device, using the properties of sound waves; using diagrams to compare the waveforms a musical instrument makes when playing different pitches or volumes.</p>
How will this be assessed?		Open ended project task: How does light behave in different materials? Students will need to apply their understanding of a variety of practical tasks about reflection, refraction and the properties of light; spring term science exam with questions from	

		topics taught since September. End of topic assessment to develop exam technique.	
Geography	<u>Weather and Climate:</u> What makes weather; how weather can be recorded/measured; climate variations and extreme weather.	Investigating how weather is recorded and measured; considering how climate can vary across the world and what factors affect climate; developing an understanding of the impact of extreme weather on different environments around the world (with a focus on the UK).	Explaining how to record and measure weather; considering the impact of different types of weather on different locations and to evaluate the response to extreme weather in a specific location (Cokermouth case study).
How will this be assessed?		End of unit test, based on knowledge learnt throughout the topic.	
History	<u>Early Modern Conflict & Revolution: The Industrial Revolution</u>	<input type="checkbox"/> An understanding of the ideas and inventions which stimulated massive economic development and social change throughout Britain. <input type="checkbox"/> The role of the individuals that carried them forward. <input type="checkbox"/> To judge how these events influenced the development of modern Britain.	Students will establish links between these ideas and the individuals that drove them by analysing a range of sources and historical evidence and evaluating its reliability. This will allow them to form a judgement on the long and short-term impact of each development on British society.
How will this be assessed?		Essay Question: <i>Why did the population increase after 1750?</i> Analyse and evaluate the factors which led to the population explosion in Industrial Britain.	
Religious Studies	<u>What Happens When We Die?</u> Investigation of different beliefs about the afterlife (both religious and secular)	Understanding Christian beliefs in resurrection; understanding Hindu beliefs in reincarnation; understanding a secular view that there is no afterlife; reflecting upon own beliefs.	Analysing source evidence (religious teachings); comparing similarities and differences between ideologies; evaluating beliefs about the afterlife

How will this be assessed?		GCSE style assessment of 5 questions including a balanced argument about a given statement.	
MFL	Spanish: <u>everyday life</u>	Understanding verb formations; developing reading, writing, speaking and listening skills; developing opinions	Using more than one tense and producing developed paragraphs with time phrases; using verbs, both regular and irregular verbs.
How will this be assessed?		Speaking assessment in Spanish using the GCSE framework for the speaking role play, followed by a second written assessment containing elements of listening, grammar, reading and translation	
Music	<u>Music & Space</u> Continuing to explore how Holst uses musical elements and features, e.g. use of Ostinato; how are dynamics used to portray character by the composer?	Understanding how musical elements are used and combined to achieve a composer's intentions.	Using specialist skills of instrumental playing to compose
How will this be assessed?		Students will undertake a composing task selecting a planet and aiming to compose music that depicts the character description given, using appropriate guidance provided.	
Art	<u>Manga</u>	learning how to select images to use to create an original design; exploring our own interests and responses to a style of art; learning how to develop our designs by using appropriate techniques	Understanding the history of Manga and the impact it has had on our culture and society; using of appropriate materials; developing a clear layout and composition style; creating Manga style characters – also looking at how Mangaka build up the proportions of the head
How will this be assessed?		Ongoing teacher assessment	
PSHE	<u>British Values:</u> What the key British Values are and how they affect us.	Knowledge of the following subjects: democracy, rule of law, the British system of government, freedom of faith and how to challenge discrimination; understanding how British Values affect our daily lives.	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; developing complex sequence building including choreography skills	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; performing to a high technical level and helping to choreograph a more complex sequence.
How will this be assessed?		Timed runs; Continual assessment when completing problem solving activities- both physical and mental challenges. Use of a compass.	
DEC!	<u>Housing the Nation</u> Investigating reasons & potential solutions for homelessness	Gaining knowledge about the political issues around homelessness and how as designers, architects and construction professionals they can formulate possible solutions.	Expressing arguments passionately with conviction having identified clearly the issues at stake; models or drawings should be clearly labelled and annotated to demonstrate intentions or presented well.
How will this be assessed?		Example questions from a past MOCK DEC1 level 1 exam paper.	
Drama	<u>Commedia dell'arte</u>	Students explore the origins of pantomime, discovering Commedia dell'arte and the roles of Pantalone, Arlecchino and Columbina and working at using repetition to make an audience laugh; watching Fawlty Towers and comparing this to their own work	Using repetition in a measured and comedic way; using body to create characters in an appropriate style.
How will this be assessed?		Ongoing teacher assessment	
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	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

		agents work in cake mixtures.	
How will this be assessed?		Ongoing practical tasks	
Resistant Materials Technology	<u>Electronic Door Hanger Project</u> : Design and make a door hanger to be sold in a home decoration shop, which includes an electronic circuit.	Knowledge of basic electronic components including; <i>resistors, capacitors, transistors and LEDs</i> ; practical skills including <i>marking-out, shaping by hand, machining, finishing and soldering</i> .	Understanding of the function of basic electronic components in a circuit including; <i>resistors, capacitors, transistors and LEDs</i> , and how to identify the value of a resistor; 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>	