

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



Year 8 Summer Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>Multicultural Poetry: 'No Problem' (Benjamin Zephaniah), 'Half Caste' (John Agard)</u> by John Agard and Benjamin Zephaniah</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 – 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 PEELED paragraphs when <u>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> Compare the way conflict is presented is presented in 'No Problem' by Benjamin Zephaniah and 'Half Caste' by John Agard.	
Maths	Probability; percentage, decimals and fractions; graphs	Showing application in real life context; developing fluency; interpreting data; mathematical reasoning	Recognising and using relationships between operations including inverse operations; modelling situations or procedures by using graphs; working with coordinates in all four quadrants; recognising, sketching and producing graphs of linear functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane; interpreting mathematical relationships

			<p>both algebraically and graphically; reducing a given linear equation in two variables to the standard form $y = mx + c$; calculating and interpreting gradients and intercepts of graphs of such linear equations numerically; calculating and interpreting gradients and intercepts of graphs of such linear equations graphically; calculating and interpreting gradients and intercepts of graphs of such linear equations algebraically</p>
How will this be assessed?		End of unit tests, half-termly assessment.	
Science	<p><u>Rocks and Earth</u>; <u>Heating and Cooling</u>; <u>Evolution and Biodiversity</u></p>	<p>Explaining why a rock has a particular property based on how it was formed; identifying the causes of weathering and erosion and describe how they occur; constructing a labelled diagram to identify the processes of the rock cycle; explaining observations about changing temperature in terms of energy transfer; describing how an object's temperature changes over time when heated or cooled; using evidence to explain why a species has become extinct or adapted to changing conditions; evaluating whether evidence for a species changing over time supports natural selection; explaining how a lack of biodiversity can affect an ecosystem</p>	<p>Identifying circumstances that indicate fast and slow processes of change on Earth; predicting planetary conditions from descriptions of rocks on other planets; describing similarities and differences between the rock cycle and everyday processes; sketching a graph to show the pattern of temperature change against time; evaluating a claim about insulation in the home or for clothing technology; comparing and contrasting the three ways that energy can be moved from one place to another by Heating; investigating the effectiveness of different insulation methods; predicting and explaining the changes in a population over time due to natural selection; suggesting an explanation, based on data, for how a particular evolutionary change occurred; evaluating ways of preserving plant or animal material for future generations.</p>
How will this be assessed?		Open ended project task to explain the rock cycle; students will need to apply their understanding of a weathering, erosion, all rock types and examples to apply to this question; full investigation and written	

		report into the effectiveness of different types of insulation – success criteria graded guidance for each section; end of topic test to develop and continue to build exam technique and challenge	
Geography	<u>Asia:</u> What the physical and human geography of the continent of Asia is like; a focused study on China to understand how it has grown and the effect that has had on the world and the environment.	Developing knowledge of the diverse nature of this continent; understanding the growth of China and the environmental impact that has had; evaluating the positive and negative impacts of development, such as the Three Gorge Dam.	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>Victorian Crime and Punishment & Jack the Ripper</u>	Understanding the links between the Ripper murders; learning about the consequences of the murders on policing and crime and punishment; judging how these events influenced the development of modern Britain.	Creating a judgement by analysing a range of sources and historical evidence and evaluating its reliability; forming a strong argument about why Jack the Ripper was never caught.
How will this be assessed?		Students will evaluate the reasons why Jack the Ripper was never caught using contextual knowledge and by analysing source evidence.	
Religious Studies	<u>How Should Animals be Treated?</u> Investigating personal and religious attitudes to the importance and role of animals in the world	Explaining personal opinions of the rights animals do or should have; investigating religious dietary rules and traditions, specifically in Islam and Judaism.	Analysing source evidence (religious teachings); comparing similarities and differences between ideologies; comparing religious beliefs with our own and justifying opinions.
How will this be assessed?		GCSE style assessment of 5 questions including a balanced argument about a given statement.	
MFL	Spanish: <u>Operación verano</u>	Understanding adjectival agreement and descriptive techniques; using directions; learning	Spontaneously giving and receiving directions; using high level vocabulary and using superlatives and comparatives correctly

		about comparatives and superlatives.	
How will this be assessed?		Role-play conversation	
Music	<u>Daubeney's Live Lounge</u> Students learn a rendition of one of their favourite classics as a group.	Developing confidence and ability to work as a team; developing an ability to play to a steady pulse and improving technical ability in one instrument.	Displaying effective technical use of instrument; showing ability to respond to others
How will this be assessed?		Students will compose their own popular song or perform their own arrangement of a popular song.	
Art	<u>Street Art</u>	Exploring the crossover between art and graffiti; demonstrating an ability to draw from observation and imagination to produce an effective composition; developing skills in paint mixing, blending and stippling.	Producing accurate drawing and a high level of detail; making good use of scale, overlapping and angles; using strong, smooth black outlines to enhance work and neaten the edges of drawings; using blending and bold techniques confidently to enhance a piece of work; using darker tones to enhance texture and add highlight; demonstrating excellent control of paint; producing colour blends that show a highly effective gradual blend using 2-3 colours
How will this be assessed?		Ongoing teacher assessment	
PSHE	<u>SRE:</u> Keeping Healthy – sex and relationship education.	Understanding what making responsible choices about relationships means; learning how contraceptives work; discussing sexual identity.	Demonstrating intelligent and articulate views in a sensitive manner; demonstrating respectful listening skills, as well as the skills to sensitively forward views that may challenge others in their views.
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);	Working at maximal levels showing strong technique and determination/resilience; timing/ measuring accurately; peer coaching.

		developing long and high jump techniques	
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, text boxes, picture, shapes/symbols.	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.
How will this be assessed?		Teacher assessment, based on discussions and classwork.	
Drama	<u>Monologues</u>	Creating individual monologues; looking at some famous and successful monologues from stage and screen	Demonstrating a clear, impassioned and independent display.
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 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>Electronic Door Hanger Project</u>	Knowledge of basic electronic components including; <i>resistors, capacitors, transistors and LEDs</i> ; practical skills including <i>marking-</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

		<i>out, shaping by hand, machining, finishing and soldering.</i>	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>	