

**Daubeney Academy**  
**Curriculum Overview**  
**Year 8 Summer Term 1 2018/2019**



Year 8 Summer Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><b><u>Multicultural Poetry: 'No Problem' (Benjamin Zephaniah), 'Half Caste' (John Agard)</u></b>            by John Agard and Benjamin Zephaniah</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementing and practicing GCSE Literature Paper 2 skills</li> <li><input type="checkbox"/> Implementing Language Paper 2 skills – writer's viewpoints and perspectives</li> </ul>	<p><b><u>In Reading:</u></b>            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><b><u>In writing</u></b>            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><b><u>Reading:</u></b>            Using PEELED paragraphs when commenting on the text:            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><b><u>Writing:</u></b>            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?		<b><u>Literature Essay Question:</u></b> Compare the way conflict is presented is presented in 'No Problem' by Benjamin Zephaniah and 'Half Caste' by John Agard.	
Maths	<p><b><u>Number properties;</u></b>  <b><u>Lines and angles;</u></b>  <b><u>Constructions and loci</u></b></p>	<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</p>

			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
How will this be assessed?		End of unit tests, half-termly assessment.	
Science	<u>Rocks and Earth; Heating and Cooling; Evolution and Biodiversity</u>	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	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.
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>Coasts</u>	Understanding the key geographical process which shape coastlines; learning the importance of coastal management systems; understanding the impact of coastal erosion (through a case study on Hemsby)	Understanding that physical and human processes link with the physical and human environments, which impacts on different places in different ways and recognise that they 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 &amp; 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>What Happens When We Die?</u>	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>Operación verano</u>	Understanding adjectival agreement and descriptive techniques; using directions; learning about comparatives and superlatives.	Spontaneously giving and receiving directions; using high level vocabulary and using superlatives and comparatives correctly
How will this be assessed?		Role-play conversation	

Music	<u>Popular Song</u>	Learning about different musical devices; appreciating structural elements and how different textural layers combine; exploring hooks and riffs and learning about their function within popular songs.	Playing confidently with each other and applying the musical devices they are taught in performance and composition.
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>Careers</u>	Understanding our own strengths and weaknesses and how these could be used in the work place. Knowledge of the different career paths we could take after school.	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);	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>Internet and e-safety/online safety &amp; safe use of social media</u>	Learning about what makes us more vulnerable online; learning how to stay safe online; learning how to use social media responsibly.	Presenting an understanding of the risks associated with being online; demonstrating knowledge of how to remain safe online
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-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>	