

Daubeney Academy
Curriculum Overview
Year 8 Autumn Term 2 2017/2018



Year 8 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	Gothic Horror – Extracts (e.g.: Frankenstein, Dracula, Tell-Tale Heart, Monkey’s Paw etc.)	GCSE Language Paper 1 skills: Commenting on explicit information from the text; understanding structural features and their effects; researching writers’ methods and language; developing descriptive/ narrative writing techniques; exploring non – fiction writing	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; links across paragraphs etc.; supporting ideas with a range of textual detail, such as 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	2D shapes and 3D solids; real-life graphs; statistics, graphs and charts; expressions and equations	Showing application in real life context; developing fluency in data interpretation; mathematical reasoning	Analysing 3D shapes; calculating the lengths and areas given to volumes in right prisms; using the formula for the circumference of a circle; knowing the formula for Pythagoras' theorem; recognising graphs showing constant, average and variable rates of change; identifying misleading graphs and statistics; substituting integers into formulae and solving for missing values; using stem and leaf diagrams to find mode, median, mean, range; understanding the difference between an expression and an equation; beginning to multiply a positive integer over a bracket containing linear terms, e.g. $4(x + 3)$; constructing a frequency table for

			grouped discrete data and drawing a graph
Science	Atoms, elements, compounds and mixtures	Describing the structure of simple atoms; investigating the concept of conservation of mass; learning about the history and structure of the periodic table; developing techniques for separating mixtures; understanding how science theory and ideas change	Developing keys to identify pure substances and mixtures; explaining what atoms and molecules are; explaining how collaborating is important to develop ideas; comparing ideas from different scientists and understand why Mendeleev's work is the current theory; completing problem solving tasks to separate mixtures in different situations
Geography	Population	Understanding how population has changed over time; interpreting graphs and choropleth maps; understanding population density; suggesting reasons for population changes.	Explaining how changes in population have been influenced by historical events and lifestyles; analysing the impact of poverty and wealth on populations in the UK and wider world; suggesting ways that positive and negative changes could be made by human actions in the future; selecting appropriate strategies to target a specific need
History	Early modern conflict and revolution: slave trade/civil rights; American and French revolutions (republic v monarchy)	Understanding the ideas which stimulated massive social change across the world and the individuals that carried them forward; judging how these events influenced the development of modern Britain.	Establishing links between these events and the ideas that drove them by analysing a range of sources and historical evidence and evaluating its reliability; forming judgements on the long and short-term impact of each event on Britain and the rest of the world.
Religious Studies	Why is Jesus important to Christians? The nature of Jesus as God incarnate	Explaining beliefs and teachings; justifying opinions; showing respect; questioning beliefs; conducting research; interpreting texts	Use of PEE skills; explaining Bible references, their meanings and impact on life; comparing personal beliefs with others; understanding the importance of religious belief to people.
MFL	Spanish: mi vida; French: les medias	Spanish: learning the alphabet and some basic phonics; conducting a basic Spanish conversation;	Spanish: asking questions in the classroom in Spanish; investigating and understanding the way in which present tense verbs work in Spanish; regularly revising vocabulary at home; asking

		<p>asking about how someone is and asking their name; saying what kind of person you are and describing the personality of others; learning numbers up to 100; giving your birthday and age; talking about which pets you have.</p> <p>French: gaining a deeper understanding of French popular culture; suggesting opinions on different forms and genres of media.</p>	<p>questions in Spanish as well as answering them; working productively and efficiently as a group; supporting other students in their learning.</p> <p>French: taking responsibility and initiative through independent research on different French TV shows, film, music and literature; using different verb forms including the infinitive, the third person and plural forms of verbs; developing writing styles through the addition of connectives and time phrases.</p>
Music	Ground Bass: What it is and where it comes from.	<p>Identifying key ground bass techniques through listening; performing a piece of music on the keyboard that uses ground bass; notation reading; developing keyboard skills, including independence with both hands on the keyboard.</p>	<p>Presenting learning in a written format; performing using contrary motion on the keyboard; learning and using advanced chords.</p>
Art	Still Life	<p>Practicing drawing and painting to improve skills and create artwork; arranging objects and recording them from a specific viewpoint; understanding use of tonal ink and negative space.</p>	<p>Using pencil shading, cross hatching and stippling to enhance Still Life pieces.</p>
PSHE	Homelessness; alcohol; gambling	<p>Understanding reasons for and statistics about homelessness, alcohol and gambling</p>	<p>Expressing intelligent and articulate views about the key topics.</p>
PE	Girls: netball; boys: basketball	<p>Passing short & long distances using</p>	<p>Taking leading roles in the warm-up, when playing, officiating and when giving</p>

		<p>different techniques; catching/controlling a ball; dodging, marking & shooting; modifying footwork to gain success; working as a defensive/attacking unit and switching roles quickly; officiating & analysing performance and setting team goals; understanding roles, positions & tactics and how to alter plans accordingly; understanding the value of fairness.</p>	<p>feedback to team mates; analysing team performance and adapting tactics throughout according to a changing situation</p>
ICT	Digital Literacy	<p>Understanding how a database works; using the internet for research; learning about Google apps</p>	<p>Using knowledge, skills and understanding to support or teach others; creating presentations that enhance learning; using Google apps with skill and confidence</p>
Food Technology	Basic nutrition.	<p>Food preparation skills; learning about the main food groups, their functions and sources in our diet; developing specialist cutting techniques; preparing and using bread dough in a variety of ways; explaining how yeast works; knowing what fibre is; learning how to make a variety of different pastries; comparing the effect of different ingredients in pastry making.</p>	<p>Listing the main nutrients and explaining what they do in the body; explaining how the senses are used to taste our food; creating practical dishes with confidence and competence; understanding the science behind both the theory and practical tasks carried out in food technology lessons.</p>
Resistant Materials	How to create an acrylic picture frame	<p>Shaping by hand; using appropriate machinery; forming designs using CAD and CAM</p>	<p>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.</p>

