

Daubeney Academy
Curriculum Overview
Year 8 Spring Term 1 2017/2018



Year 8 Spring Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>A Christmas Carol</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	Transformations; fractions, decimals and percentages; angles; real-life graphs; decimals and ratio	Showing application in real life context; developing fluency; interpreting data;	Describing the equation of the line of reflection; showing reflection on a coordinate grid in $y = x$, $y = -x$; carrying out translations using column vectors; describing a rotation on a coordinate grid;

		mathematical reasoning	knowing that translations, rotations and reflections preserve length and angle and map objects on to congruent images; enlarging, describing and transforming 2D shapes; recognising that enlargements preserve angle but not length, reflections and translations, using ICT; identifying reflection symmetry in 3D shapes; understanding the implications of enlargement for perimeter; calculating areas and volumes of shapes after enlargement; knowing and converting fractional equivalents to key recurring decimals; knowing the denominators of simple fractions that produce recurring decimals, and those that do not; using the unitary method for an inverse operation; calculating percentage change, using the formula 'actual change/original amount \times 100' – where formula is given or recalled; calculating compound interest and repeated percentage change.
Science	<u>Describing Motion and Forces</u> Planning investigations with good detail (variables, technique and safety), results (repeated for reliability), and conclusions	Understanding speed, distance and time; understanding forces	Understanding what average speed is, calculating it in a variety of situations and re arranging the equation; demonstrating accurate graph work to draw and interpret distance/time and speed/time graphs; understanding what contact, non-contact forces and moments are and linking them to examples in everyday life; investigating Hooke's Law; demonstrating understanding and application of pressure in a variety of situations using calculations correctly and the relevant units.
Geography	<u>Brazil – Urban Development</u> : how urban development has impacted on the country and the lives of people living there, with a focus on life in the Favelas	Comparing and contrasting urban and rural development; considering the human factors influencing urbanisation; investigating the physical and human impact of urbanisation; developing an understanding of sustainable development.	Recognising the changes of the physical and human environments, which is dependent on how the landscape is used and managed, and appreciating that consideration of sustainable development affects the planning and management of environments and resources.

History	Early modern conflict and revolution: <u>The Industrial Revolution</u>	Understanding the ideas and inventions that stimulated massive economic development and social change across Britain and the individuals that carried them forward; judging how these events influenced the development of modern Britain.	Establishing links between these ideas and the individuals that drove them by analysing a range of sources and historical evidence and evaluating its reliability; forming a judgement on the long and short-term impact of each development on British society.
Religious Studies	<u>Martin Luther King</u> : Social context of mid-20 th century USA regarding racial conflict and how King's beliefs motivated his actions.	Explaining beliefs and teachings; explaining the impact of beliefs on actions; justifying opinions; questioning beliefs; researching and interpreting texts	Using PEE skills; explaining Bible references, their meanings and how they influence people's actions and decisions; comparing personal beliefs with others; explaining the challenges of following religious teachings.
MFL	<u>Free-time activities</u> ; weather; grammar focus	Understanding verb formations; 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.
Music	<u>Film Music</u>	Notation reading; developing keyboard and instrumental skills; using music technology to compose film music.	Excellent presentation of written work; being able to describe film music using key terms; performing using contrary motion on the keyboard; demonstrating secure control of MIDI using music technology.
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
PSHE	Divorce; personal safety; drugs; organ donation	Developing a better awareness of how to take care of ourselves, looking critically at levels of risks, how to manage risk and how to assess risk sensibly.	Making intelligent and articulate arguments sensitively and appropriately.

PE	Health and Fitness; Orienteering	Running/working out for extended periods of time at high intensity; understanding muscle groups and the value of each role within a team; orienteering skills; analysing performance and implementing improvements	Taking leading roles in team situations; adapting tactics/strategies throughout according to a changing situation; planning a basic circuit in relation to a specific event/sport.
DEC!	Introduction to the DEC! Course	Developing problem-solving skills; researching sustainability and how these issues relate to community issues of the building environment locally, nationally and globally.	Taking ownership of their learning in and outside of the classroom; developing their own ideas and hypothesising with increasing confidence.
Food Technology	Basic nutrition.	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.	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.
Resistant Materials	How to create an acrylic picture frame	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.