

Daubeney Academy
Curriculum Overview
Year 9 Spring Term 2 2018/2019



Year 9 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>"Of Mice and Men"</u> by John Steinbeck</p> <ul style="list-style-type: none"> <input type="checkbox"/> Context: rural California, 1920/30s America, Great Depression, Migrant Farmers. <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 'Of Mice and Men')</u>: <i>How does Steinbeck present theme of power through the characters? How does Steinbeck present the theme of power in the given extract? How does Steinbeck present the theme of power in the novel as a whole?</i></p> <p><u>Language Paper 2 Questions</u> (based on articles: McDonald's fined for exploiting child labour - An investigation shows that school-aged children are being exploited, even in the UK; A journal entry by Sydney Smith from 1819, the writer introduces his views on the subject of child labour and chimney sweeps.</p> <p><u>Reading:</u> Use details from both sources. Write a summary of the laws which applied to children working in the two different time periods. How</p>		

		<p>does the boy use language to explain the situation he was in? Compare how each source conveys the issue of children working. Writing: “Children of school age should not be working at all. They should be focused on their school work and helpful to their parents. Working for money comes later”. The Councillor will take part in a debate on the subject at your school or college. Write the text for a speech that you would give at the debate in which you argue your point of view in response to the statement.</p>	
Maths	<input type="checkbox"/> <u>Equations, inequalities and proportionality</u> <input type="checkbox"/> <u>Accuracy and measures</u> <input type="checkbox"/> <u>Constructions</u> <input type="checkbox"/> <u>Multiplicative reasoning</u>	Showing application in real life context; developing fluency; applying formulae; developing mathematical reasoning; problem solving	Using compound units such as speed, unit pricing and density to solve problems; rounding numbers and measures to an appropriate degree of accuracy; using approximation through rounding to estimate answers; calculating possible errors resulting from estimating, expressed using inequality notation $a < x \leq b$
How will this be assessed?		End of unit tests, Half termly assessment.	
Science	<u>Magnetism and Health & Disease</u>	Understanding magnetic and gravitational fields; investigating factors that affect electromagnets; differentiating between microbes that cause illness or other types that are helpful; linking infectious diseases to the type of microbe and possible treatments; identifying and describing illness caused by lifestyle choices	Understanding magnetic fields and induced magnetism; creating accurate diagrams to show the magnetic fields and the Earth’s field; applying knowledge to explain the uses of electromagnets; explaining how different infectious diseases can be spread; analysing lifestyles and suggesting improvements that could be made to increase a person’s health; understanding how recreational drugs affect different body systems and health, both short and long term.
How will this be assessed?		Spring Term science exams will be Paper 1 and Paper 2 KS3 assessments, with topics since Year 7 covered and assessed.	
Geography	<u>Tourism:</u> Using case studies, students will consider the impact that tourism has on both the human and physical environment; students	Investigating the physical and human impact of tourism on a given area; analysing and evaluating the positive and negative impact that tourism has.	Explaining how tourism can impact locations from both a human and physical geography perspective; using field work skills to develop an understanding of the impact of tourism in a specific area.

	will also participate in a field work trip.		
How will this be assessed?		Completion of the fieldwork study write-up: students must produce a case study of Wroxham, using data they collected during the fieldwork trip.	
History	<u>The 20th Century</u> : WWI & the Rise of the Nazi Party.	<input type="checkbox"/> Overview of the key events of the early 1900s which shaped Britain and Europe for rest of the century. <input type="checkbox"/> Evaluate the short and long-term significance of events by analysing a range of sources and historical evidence.	Forming a developed judgement of the factors influencing key events and turning points; evaluating the reliability and prioritise the importance of a range of sources and historical evidence.
How will this be assessed?		Essay Question: <i>What were the most efficient weapons in World War I?</i> Students must write a report to the generals persuading them about the most and least effective/efficient weapons to use in the First World War.	
Religious Studies	<u>Buddhism: How can people find contentment in a suffering and selfish world?</u> Origins of Buddhism, how to find enlightenment: Four Noble Truths, the Middle Way, the Eightfold Path	<input type="checkbox"/> Explanation of own opinions and comparison with other people <input type="checkbox"/> Research and evaluation of Buddhist principles	Analysing source evidence (religious teachings) and evaluating what it suggests humans should do; explaining the link between religious teachings and the way people respond to suffering and problems in life; evaluating the beliefs of others with reasoned justification of opinions.
How will this be assessed?		Ongoing in-class formative assessment in both verbal and written form	
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>Soundtracks</u> The unit focuses on <i>Action/Thriller Soundtracks, 'Western'</i>	Understanding how film soundtracks are an intrinsic part of how films portray their	Using specialist instrumental skills to create and perform soundtrack compositions.

	<i>Soundtracks and "Horror Movie" Soundtracks.</i>	stories; composing Soundtracks to a James Bond movie trailer.	
How will this be assessed?		Students will plan and compose a short soundtrack for a film using a leitmotif and themes to represent a character and suitable sound effects to create an appropriate mood and atmosphere.	
Art	<u>Surrealism</u>	Understanding the use of juxtaposition; developing an awareness of the surrealist art of Dali, Magritte and Oppenheim.	Using vanishing points effectively; creating original pieces; understanding what surreal means and how the movement began
How will this be assessed?		Ongoing teacher assessment	
PSHE	<u>British Values and Diversity:</u> What the key British Values are and what it is like to live in a multicultural society.	Knowledge of the following subjects: personal identity and diversity, extremist views, multiculturalism and religious identity. An understanding of how living in a multicultural society impacts on our 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; Vaulting</u>	Understanding Hockey: basic dribbling; push and slap pass; receiving on the forehand; block tackling; developing advanced vaulting skills (ways of travelling into/out of balances; more complex sequence building with music)	Taking a variety of roles in team situations from planning through to performing, including leading & umpiring; analysing performance & adapting strategies; choreographing group routines; synchronising moves to music.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A; final group sequence in gymnastics including an evaluation element.	
DEC!	<u>Housing Crisis</u> Students will learn about the current housing crisis in this country and consider solutions; make and assess arguments for and against the use of	Students will gain knowledge about the political arguments around the housing crisis; they will learn to present a solution and a CAD/ hand drawn	Excellent examples of project work will see students executing their 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.

	green belt land for building houses.	illustrating or model that demonstrates their thinking.	
How will this be assessed?		Example questions from a past MOCK DEC1 level 1 exam paper.	
Drama	<u>Learning: Devising from a stimulus</u>	Developing ideas based on a stimulus and document their journey from idea to performance; working in a small group to create something unique and meaningful that has a predetermined impact on the audience.	Creating a refined performance and review which effectively represents intent.
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>Pewter Jewellery Project:</u> Design and make an item of jewellery using the pewter casting process.	Knowledge of production processes including; <i>moulds / manufacturing aids, injection moulding and metal casting</i> ; practical skills including; <i>marking-out, shaping by hand, machining, finishing, moulding, casting and polishing.</i>	Understanding of production processes including; <i>permanent and non-permanent moulds, the injection moulding process and its uses, and the metal casting process and its uses</i> ; 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>	