

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



Year 9 Summer Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<p><u>Transition to Year 10</u> <u>AQA Language Paper 2</u> Implementing Language Paper 2 skills - writer's viewpoints and perspectives <u>SPAG Revision</u> Ensuring technical accuracy in writing.</p>	<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. <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. <u>Writing/ SPAG:</u> Using persuasive techniques fluently: imagery, rhetorical questions, exaggeration, statistics, facts, anecdotes, rule of three, sophisticated vocabulary to produce effective non – fiction written pieces: letter, argument, speech or article; using variety of sentence forms, fronted adverbials, conjunctions, Standard English, expanded noun phrases and full range of punctuation.</p>
How will this be assessed?	<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. <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 does the boy use language to explain the situation he was in? Compare how each source conveys the issue of children working. <u>Writing:</u></p>		

		<p>“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	<p>Multiplicative reasoning; polygons and transformation; comparing shape</p>	<p>Showing application in real life context; developing fluency; applying formulae; mathematical reasoning; problem solving</p>	<p>Generating fuller solutions using reasoned argument; constructing models of real-life situations by drawing graphs and constructing algebraic equations; identifying exceptional cases or counter-examples and explain why; using counter examples to show why a statement is false; exploring the effects of varying values and make convincing arguments to justify generalisations; justifying generalisations, arguments or solutions and investigating whether particular cases can be generalised further; presenting a reasoned argument using algebra; using algebra to investigate an extension to a problem</p>
How will this be assessed?		End of unit tests, Half termly assessment.	
Science	<p><u>GCSE AQA Trilogy</u> <u>Biology Paper 1: Cells; Organisation; Infection and Response;</u> <u>Bioenergetics</u></p>	<p>Using microscopes; understanding the human respiratory system; learning about a healthy diet; understanding the structure and function of human circulatory system; learning how plant cells, tissues and organs are adapted to their functions; understanding how health is the state of physical and mental well-being; learning about pathogens & immune systems; learning about photosynthesis.</p>	<p>Comparing and contrasting different types of cells according their structure; understanding the cell cycle and mitosis; linking the suitable transport system to the size and surface area ratio; investigating heart rates; identifying the transport systems and substances carried around and out of a plant; justifying that disease is a disorder that affects an organism's body, organs, tissues or cells; knowing how different diseases are adapted to different ways of transmission; understanding the chemical equation in photosynthesis; comparing and contrasting the details of aerobic and anaerobic respiration</p>
How will this be assessed?		Topic tests using AQA exam boundaries; AQA Trilogy Biology Exams using past papers and AQA grade boundaries	

Geography	<u>Rivers:</u> How rivers change shape; the characteristics and formation of rivers; what management strategies can be used to prevent flooding.	Investigating the profile of a river and its valley; developing knowledge that distinctive landforms form from different physical processes; learning how physical and human factors affect flood risk and the cost and benefits of such strategies.	Explaining the different characteristics and formation of rivers and the physical processes that affect this; evaluating how planning and management can impact on the environment.
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>Germany: 1890 - 1945</u>	Learning about political, economic, social and cultural aspects of the Weimar Republic and the Third Reich; learning about the role of key individuals and groups in shaping change and the impact the developments had on them.	Using complex subject knowledge to form 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?		Practice exam questions; mock exam at the end of the unit.	
Religious Studies	<u>Sikhism – Beliefs and Teachings</u> The nature of God Reincarnation; the importance of the Guru Granth Sahib Sewa (service)	Explaining beliefs and teachings; justifying opinions; showing respect for others' views; questioning beliefs; developing research skills; interpreting texts; appreciating the importance of religious belief to believers	Referring to religious teaching or life experiences; questioning how challenging it can be to belong to a religion; arguing from differing points of view with use of references as justification; giving a justified personal opinion; explaining logical arguments clearly; applying religious beliefs to daily life.
How will this be assessed?		GCSE past paper on this element of the GCSE course.	
MFL	Spanish: <u>grammar</u>	Understanding of adjectival agreements and verb formations including the present, preterite, future and conditional tenses.	Using more than one tense and being able to produce more developed paragraphs with time phrases to introduce different tenses; understanding adjectival agreements and using these accurately.

How will this be assessed?		Grammar based assessment	
Music	<u>Introduction to GCSE Music</u> Area of Study 5: Conventions of Pop.	Learning about the evolution of popular music through time from 1950s through to present day; working on their practical performing skills.	Using musical vocabulary fluently and with accuracy; demonstrating good progress on an instrument playing solo and in a group.
How will this be assessed?		Assessment of composition; assessment of performance and listening assessment during final week.	
PSHE	<u>Life in modern Britain:</u>	Learning about the human, moral, legal and political rights and the duties, equalities and freedoms of citizens; discussing key factors that create individual, group, national and global identities; researching changes and movement of population over time; appreciating the need for mutual respect and understanding.	Forming their own hypotheses, creating sustained and reasoned arguments and reaching substantiated conclusions about citizenship issues.
How will this be assessed?		GCSE style exam question, based on knowledge learned throughout the topic.	
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); developing long and high jump techniques	Working at maximal levels showing strong technique and determination/resilience; timing/ measuring accurately; peer coaching.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A	
Art & Design: Graphic Communication	<u>Food Packaging Anniversary Edition Project</u>	Planning/drafting the layout and contents of a page/work; constructing drawings & deconstructing	Producing a complete portfolio (sketchbook) of work that demonstrates mastery of all four of the assessment objectives.

		objects using basic shapes and techniques; conveying messages, feelings/emotions and intent using visual language.	<p>AO1. Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3. Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
How will this be assessed?		Mock Assessment of Project: Work will be assessed using the exam board assessment grid to provide feedback on areas for improvement and to provide an indicative grade/score.	
Drama	<u>Stories</u>	Discussing story and plot and exploring examples of where this has been used successfully in theatre.	Making reasoned arguments about structure; explaining and analysing performances observed
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>	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,</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.

		<i>finishing, moulding, casting and polishing.</i>	
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>	