

**Daubeney Academy**  
**Curriculum Overview**  
**Year 9 Autumn Term 1 2017/2018**



Year 9 Autumn Term 1	What are we learning?	What KUS will we gain?	What will excellence look like?
English	The Hunger Games	<p><b>GCSE Language Paper 1 skills:</b>            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</p>	<p><b>Reading Comprehension:</b>            Fluent use of <b>PEELED</b> 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.</p> <p><b>Writing:</b>            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)</p>
Maths	Using indices and standard form; using expressions and formulae; Understanding powers and roots; using quadratics; developing number calculations; understanding sequences and equations	Showing application in real life context; developing fluency in data interpretation; mathematical reasoning	Distinguishing between exact representations of roots and their decimal approximations; interpreting numbers in standard form; substituting numerical values into formulae and expressions, including scientific formulae; using the four operations with positive and negative improper fractions and mixed numbers; using conventional notation for the priority of operations; using integer powers and associated real roots (square, cube and higher); recognising powers of 2, 3, 4, 5; using and interpreting algebraic notation; generating terms of a sequence from a term-to-term and position-to-term rule; simplifying and manipulating algebraic expressions to maintain

			equivalence; expanding products of two or more binomials; recognising arithmetic sequences; finding the $n$ th term; recognising geometric sequences; rearranging formulae to change the subject
Science	Biology, Chemistry & Physics transition to GCSE studies	Describing examples of diseases; comparing nervous and hormonal systems; investigating osmosis; studying examples of pandemics; describing how chemistry is used in Art; explaining ionic bonding; studying the periodic table; investigating reaction rates and changes of energy; recording chemical reactions with symbols.	Explaining how viruses are linked to disease and how non-communicable diseases are caused; explaining the process of testing medicines; using Range Median quartile when interpreting data; explaining how population sizes are estimated; describing examples of osmosis; explaining why surface area to volume ratio is important; explaining how to combat pandemics; explaining endothermic and exothermic reactions and rates of reactions; recording balanced equations with symbols; explaining dynamic equilibrium.
Geography Rocks and soils	Rocks and soils	Understanding the origins of different types of rocks and the rock cycle; learning about plate movements; researching diverse rocks in the British Isles; analysing and comparing maps and photos	Describing and explaining rocks and soils clearly and comprehensively; ascertaining clear links between processes and landform formation.
History	The 20 <sup>th</sup> Century: the Titanic; the Suffragette Movement; WW1	Learning about the key events of the early 1900s which shaped Britain; learning to 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 prioritising the importance of a range of sources and historical evidence
Religious Studies	It's my life – what should I do with it? What guides and influences our life choices?	Explaining opinions and comparing with other people's opinions; exploring why people choose religious belief	Use of PEE skills; making reference to religious teaching or life experiences; questioning how challenging it can be to belong to a religion.

MFL	Spanish: mi vida; French: ma vie sociale	Spanish: learning the alphabet and some basic phonics; conducting a basic Spanish conversation; 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. French: describing your personality and appearance; developing an understanding of present tense verbs (er, ir and re); forming the past tense using <i>avoir</i> with the past participle.	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 questions in Spanish as well as answering them; working productively and efficiently as a group; supporting other students in their learning. French: including a variety of verbs and using different conjugated forms of the verb when discussing other people; creating more interesting writing and speaking responses through the inclusion of new vocabulary and grammar; using the <i>passé composé</i> with both <i>avoir</i> and <i>être</i> .
Music	Minimalism: What is it and what are the key features?	Identifying & composing key minimalist techniques; performing unfamiliar music	Composing a piece of music that uses a variety of minimalist techniques; identifying and explaining key features of minimalism.
Art	Street Art	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
PSHE	Domestic violence; self – harm; bereavement	Learning about the reality of domestic violence; learning to empathise about self-	Expressing intelligent and articulate views about the key topics.

		harm; understanding how different cultures cope with death	
PE	Girls: netball; boys: basketball	Passing short & long distances using 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 with increased stringency & analysing performance and setting team goals; understanding roles, positions & tactics and how to alter plans accordingly; coaching; understanding the value of fairness;	Taking leading roles in coaching and motivating a team; planning an appropriate warm-up and a variety of tactics that enhances a teams' performance; analysing the performance of a team and adapting tactics accordingly to achieve maximum success/ progress.
ICT	Digital Literacy	Understanding how a database works; using the internet for research; learning about Google apps	Using knowledge, skills and understanding to support or teach others; creating presentations that enhance learning; using Google apps with skill and confidence
Food Technology	Nutrition	Developing food preparation skills; learning about different diets; investigating different methods of making sauces; learning how to decorate cakes using a range of techniques.	Explaining where proteins come from and the need to ensure vegetarians have a diet with all the essential amino acids; explaining the impact of too much sugar in our diets; explaining the scientific changes which take place when preparing and cooking food and how this impacts on the finished product; completing practical dishes with confidence and competence.
Resistant Materials	Using manufacturing aids, such as injection moulding and pewter casting	Using industrial processes; selecting appropriate materials; cutting & shaping by hand; shaping & finishing of metal	Using appropriate research to help inform design decisions, including proper use of colouring/shading techniques along with well written reasons/reasoning for design decisions; using successful application of techniques such as measuring & marking, filing & shaping, machining, plastic forming, metal casting and polishing metal to a mirror finish.