

Daubeney Academy
Curriculum Overview
Year 9 Autumn Term 2 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>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</p>	<p>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.</p> <p>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)</p>
Maths	Inequalities, equations and formulae; collecting and analysing data; statistics; fractions, decimals and percentages; dealing with data; multiplicative reasoning	Showing application in real life context; developing fluency in data interpretation; mathematical reasoning	Use factorisation to make a given letter the subject of a formula; solving problems by finding a variable; estimating the mean from a frequency polygon; finding the lower and upper quartiles of a set of grouped data; enlarging 2D shapes; calculating percentage change, using the formula $\frac{\text{actual change}}{\text{original amount}} \times 100$; identifying key features of data sets; learning fractional equivalents to key recurring decimals; using the equivalence of fractions, decimals and percentages to compare proportions
Science	Chemicals in our lives; Chemistry Transition to GCSE studies	Studying the rock cycle; learning about manufactured chemicals; investigating	Investigating and explaining how convection currents in the mantle move the tectonic plates; linking the Earth's

		<p>how electrolysis separates compounds; studying environmental impacts and life cycle assessments (LCA); identifying plate; studying the 3 types of rock (igneous, sedimentary, metamorphic); explaining what minerals are; understanding uses of alkalis through time; studying drinking water; understanding persistent organic pollutants</p>	<p>magnetic field to mineral alignment in rocks; demonstrating understanding of the coal mining industry and its history in the UK; understanding the issue of demand vs sustainability; investigating reactions of alkali with acids and write equations for reactions; demonstrating risk benefit analysis of different situations that make new chemicals on an industrial scale and suggesting the best outcome based on the idea of benefit outweighing the risk; explaining how a life cycle assessment is used to assess the potential environmental damage and risk before products are made.</p>
Geography Rocks and soils	Natural resources	<p>Learning about the Earth's Natural Resources; assessing the impact of resource scarcity on populations; deciding on realistic solution choices for various scenarios</p>	<p>Showing a detailed understanding of why some resources are in demand and how they become scarce; understanding the importance of global awareness in tackling problems like desertification; using a pie chart to describe employment structure in a country and explaining what this indicates about development; predicting what might happen in a location in the future based on current trends</p>
History	The 20 th Century: the Titanic; the Suffragette Movement; WW1	<p>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.</p>	<p>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</p>
Religious Studies	It's my life – what should I do with it? What guides and influences our life choices?	<p>Explaining opinions and comparing with other people's opinions; exploring why people choose religious belief</p>	<p>Use of PEE skills; making reference to religious teaching or life experiences; questioning how challenging it can be to belong to a religion.</p>
MFL	Spanish: mi vida; French: ma vie sociale	<p>Spanish: learning the alphabet and some basic phonics; conducting a basic Spanish conversation;</p>	<p>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>

		<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: 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.</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: 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>.</p>
Music	Instrumental skills (part 2)	<p>Performing to a higher standard on a range of different instruments; choosing an instrument and practicing a song to develop your skills on that instrument; learning how perform a song that is of a grade 1 standard.</p>	<p>Improved independent practice; becoming more fluent with basic techniques on a chosen instrument; learning the required song to a high standard.</p>
Art	Street Art/Pop Art	<p>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; studying the Pop Art movement</p>	<p>Producing accurate drawing and a high level of detail; 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; elaborating upon everyday objects using imagination and originality</p>
PSHE	Domestic violence; self – harm; bereavement	<p>Learning about the reality of domestic violence; learning to empathise about self-</p>	<p>Expressing intelligent and articulate views about the key topics.</p>

		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.