

Daubeney Academy
Curriculum Overview
Year 9 Spring Term 2 2017/2018



Year 9 Spring Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
English	<u>Of Mice and Men</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; studying 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; understanding 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; creating an accurate and convincing impression of the characters, setting/scene, atmosphere, and events.</p>
Maths	<u>Accuracy and measures;</u> <u>multiplicative reasoning; circles,</u> <u>Pythagoras and prisms</u>	Showing application in real life context; developing fluency; applying formulae; mathematical reasoning; problem solving	Solving problems using constant rates and related formulae; extending to simple conversions of compound measures; solving problems using average rate of change and related formulae; identifying the upper and lower bounds of a measurement by calculating +/- half of the unit used for rounding, rounding of

			discrete and continuous data; calculating simple error intervals using inequality notation $a < x \leq b$; calculating the lower and upper bounds of area measurement and compound measures; determining & understanding the upper and lower bounds in complex problems
Science	<u>You & Your Genes</u>	Understanding the meaning and application of specific vocabulary keywords and phrases; describing the structure inside a nucleus; identifying and explaining what chromosomes, genes, alleles and DNA are; understanding the discovery and mapping of DNA and genomes; identifying examples of features that are caused by inherited variation; representing data in the form of graphs and charts and basing conclusions on the data; describing the process and theory of natural selection; researching extinction	Demonstrating good understanding of new subject specific vocabulary within written and verbal work; understanding the inside of the nucleus; explaining what chromosomes, genes, alleles and DNA are; creating appropriate graphs and charts of survey data; making detailed predictions of genetic outcomes for known factors such as gender; demonstrating a detailed understanding of the links between adaptations, mutations, survival of individuals, natural selection and evolution and distinguishing the difference between the phases; showing a detailed understanding of specific examples of extinction and endangered species.
Geography	<u>Tourism</u>	Considering the positive and negative impact that tourism has on both the human and physical environment; participating in a field work trip	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
History	<u>The 20th Century: WWI Rise of the Nazi Party</u>	An overview of the key events of the early 1900s, which shaped Britain for the rest of the century. Students will learn to evaluate the short and long-term significance of events by analysing a	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.

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Religious Studies	Basic teachings of <u>Buddhism</u> and how these influence lifestyle	Explanation of own opinions and comparison with other people; understanding why people choose religious beliefs and how it helps them to lead fulfilled lives	Using PEE skills; referring to religious teachings and explaining how these influence the way people live; questioning how challenging it can be to belong to a religion; comparing others' beliefs to our own.
MFL	Spanish: <u>School Subjects</u> French: <u>School Subjects</u>	Understanding verb formations (such as <i>estudiar</i> and <i>haber</i> in Spanish); 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; developing written and spoken opinions in Spanish
Music	<u>Multi Track Recording</u>	Learning how to produce a multi-track recording of a band performance in Garageband; putting together a group performance for the recording; setting up a digital audio workstation for a recording; learning how to add effects to certain instruments; playing to a click track.	Creating a fluent and strong group performance; applying the key skills with confidence; sticking to a click track when recording.
Art	<u>The Scream</u>	Researching The Scream by Edvard Munch; learning about its meaning	Manipulating elements such as line, colour, light and shadow, form, and balance to create the effects of horror, anxiety, distress, and other unpleasant emotions
PSHE	<u>Laws & The Justice System</u>	Learning about various laws that affect our rights and responsibilities in society; debating criminal law processes in relation to how they affect young people and adults	Making intelligent and articulate arguments sensitively and appropriately; demonstrating excellent knowledge of our legal rights and responsibilities; demonstrating respectful listening skills, as well as the skills to sensitively challenge others
PE	Girls: <u>Hockey, Gym</u>	Hockey: dribbling, passing, receiving,	Applying and adhering to rules; implementing skills and tactics; using

	Boys: <u>Hockey, Volleyball</u>	tackling; learning the basic rules of a small sided game; Volleyball: digging, volleying, serving; learning the basic rules of a small sided game Gym: travelling over and under, leap-frogging, cartwheeling, balancing as a group, sequence building	higher level skills used with fluency and control in more complex group sequences
DEC!	<u>DEC! Level 1</u>	Researching sustainability and how these issues relate to community issues of the building environment locally, nationally and globally; developing an hypothesis about what constitutes 'ideal' when designing a home; using CAD (Autodesk Formit)	Taking ownership of their learning in and outside of the classroom; developing their own ideas and hypothesising with increasing confidence; challenging their own and others' initial perceptions of 'ideal' when thinking carefully about sustainability, including affordability issues.
Food Technology	<u>Nutrition</u>	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	<u>Using manufacturing aids, such as injection moulding and pewter casting</u>	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.