The Academic Curriculum

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as 'the knowledge of the powerful', but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

ABBEYFIELD SCHOOL
Creative Education Trust

Below you will find a detailed overview of what Year 8 students are learning in each of their subjects in Half Term 1 and 2 (September-December)

Year 8 Curriculum – Autumn Term 2020-21 - *To support parents and students.*

Subject	Autumn Term Topics
English	**Half Term 1 Theme: Ruby in the Smoke (Sets 1 and 2)** Students are exploring the key themes and ideas within a prose text, whilst beginning to investigate how the writer has built the text to create meaning. They are exploring texts to know and understand the authors craft through reading a challenging variety of literature: • Narrative voice • Character • Setting and atmosphere • Methods of creating meaning • Context • Language choices. • Structural choices. **Half Term 1 Theme: Stone Cold** Students are exploring ways to engage audiences with language, tone and structure when writing imaginatively to explore and entertain.

	They are exploring a range of imaginative texts and using: • Language • Genre • Intonation • Figurative language • Specific structural features e.g. start, middle, end.
Maths	Students are learning to apply their mathematical knowledge to a range of contexts. Specifically, students will have an in depth understanding of the number system and how this links to algebra. **Algebra** • Forming and solving equations • Representing and solving inequalities • Linear graphs and parallel lines **Number** • Rounding • Estimation • Bounds
Science	**Biology: Breathing and digestion** Students will learn how gas exchange, oxygen and carbon dioxide move between alveoli and the blood. Oxygen is transported to cells for aerobic respiration and carbon dioxide, a waste product of respiration, is removed from the body. Breathing occurs through the action of muscles in the ribcage and diaphragm. The amount of oxygen required by body cells determines the rate of breathing. Students will also learn how the body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance. Organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes. Iron is a mineral important for red blood cells. Calcium is a mineral needed for strong teeth and bones. Vitamins and minerals are needed in small amounts to keep the body healthy. **Chemistry: Climate and Resources** Students will also learn how carbon is recycled through natural processes in the atmosphere, ecosystems, oceans and the Earth's crust (such as photosynthesis and respiration) as well as human activities (burning fuels). Scientists have evidence that global warming caused by human activity is causing changes in climate. Methane and carbon dioxide are greenhouse gases. Earth's atmosphere contains around 78% nitrogen, 21% oxygen, <1% carbon dioxide, plus small amounts of other gases. There is only a certain quantity of any resource on Earth, so the faster it is extracted, the sooner it will run out. Recycling reduces the need to extract resources. Most metals are found combined with other elements, as a compound, in ores. The more reactive a metal,

	the more difficult it is to separate it from its compound. Carbon displaces less reactive metals, while electrolysis is needed for more reactive metals. **Physics: Contact and Pressure** Students will learn how when the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line. One effect of a force is to change an object's form, causing it to be stretched or compressed. In some materials, the change is proportional to the force applied. Know how to sketch the forces acting on an object, and label their size and direction. Pressure acts in a fluid in all directions. It increases with depth due to the increased weight of fluid, and results in an upthrust. Objects sink or float depending on whether the weight of the object is bigger or smaller than the upthrust. Different stresses on a solid object can be used to explain observations where objects scratch, sink into or break surfaces. Know how to use the formula: fluid pressure, or stress on a surface = force (N)/area (m^2)
History	Students will learn to understand the causes and consequences of revolutions in Britain, Europe and the wider world 1509-1800. This includes: • *Sense of period - Early Modern Britain and wider chronological framework.* • *Substantive concepts – Revolution* • *Disciplinary concepts – cause and consequence.* • *Diversity – conflict within nation of different groups and trans-national nature of revolution. Rights and responsibilities.* • *Stuart England – Gun Powder Plot - religious conflict and Stuart punishments* • *A study of the Civil War and Industrial Revolution*
Geography	**Half Term 1:** Students are considering the causes and consequences of climate change at different scales. This includes: 1. Two human causes of climate change 2. One natural cause of climate change 3. The local, national and global consequences of climate change **Half Term 2:** Students are learning to understand how ice shapes our landscapes. Students are exploring the impacts of climate change on polar regions. This includes: 1. Glacial landforms (x 3), e.g. corrie, arete and pyramidal peak.

	2. 2.Case study on impacts (social, economic, environmental) of melting polar ice (e.g Russia / Arctic/ Antarctic) (linked to climate change). 3. Some links made to Russia
French	**Half Term 1 Theme: Holidays** Students are learning to describe a recent summer holiday in detail, using both the present and the perfect tenses. Students are learning to give an account of a past holiday experience, including activities, destination, passengers, key events. This will include: *Avoir/ être* *Perfect tense of regular er - verbs & irregular verbs* *Perfect tense of verbs that takes être* *Negative ne...pas with perfect tense* *Use present and perfect tenses together* **Half Term 2 Theme: Festivals and celebrations** Students are learning to describe a typical French festival and use transactional language in the context of buying food at a French market. They will also revise the present and near future tenses and continue to practise the perfect tense. This will include: *Opinions & justifications* *Describing Francophone festivals and celebrations* *Buying food at a market* *Talking about a future trip* *Present tense of regular –ir and –re verbs* *The present tense of vouloir* *Partitive articles (du/de la/ des/de l')* *The near future tense* *Forming questions in the near future tense*
	Students are learning about computer crime and cyber security. Specifically, students will be learning: • To be able identify online security threats and understand the principles of the computer misuse act. They will learn to protect themselves online.

IT	• How to explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware) • How to explain what cookies are and can give examples of how online browsing can be tracked. They will dentify commercial content and scams (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing). • How presenting them self in different ways online carries both benefits and risks and they can describe and assess what these could be. They will be able to explain strategies to reduce potential risks. • How relationships can safely begin (on- line dating), develop, be maintained, change and end online. How to make positive contributions to online debates and discussions. How what I write online can also affect my school, family or social group, or future opportunities. They will discuss strategies to manage and protect their 'digital personality' They will learn to use computers safely and legally: • Identifying the principles of fair use and apply this to case studies and the potential consequences of illegal access or downloading and how it may impact me and my immediate peers • Understanding the computer misuse enables students to operate within the law and understand their rights.
Art	**Theme: The Human Figure** Students will have exposure to a wide range of media and techniques to develop the formal elements through experimental drawing from observation. Students are learning about the Leonardo Da Vinci and the Renaissance. Students are learning how to draw figures in the correct proportion, in two and three dimensions. They will learn how to render correct line, space, composition and tone. They are learning to draw accurately. Students are learning to develop their annotation, critique and reflection skills and be able to discuss materials and choice.
DT	Students are learning about line and colour through the theme of music. Students are putting themselves in the shoes of a graphic designer and thinking about how we visualise mood and emotion. Students are learning about Synaesthesia and are applying their Graphic skills to designing typography and a CD cover. Students are being introduced to the graphics theory whilst having an opportunity to apply their newly acquired colour and line skills to designs of their own.
RE	Students are considering: 'Where do we come from? Is it "our" world?'

	Students study a range of different Creation stories, beginning with the Mayan and Chinese Cosmic egg stories. This leads into the examination of Jewish, Christian, Muslim, Hindu and Sikh Creation stories and identifying their similarities and differences. Students consider whether cultural/religious Creation accounts are compatible with scientific explanations for Creation such as the Big Bang and evolution in addition to reflecting upon their own beliefs about how our universe and humanity came into existence. Using their knowledge of this range of accounts of Creation, students consider what messages they give us about humanity's place in the world and the level of responsibility humans have for taking care of our planet.
PE	Students are learning to develop a broader range of skills and techniques within their sports. They will start to show a deeper understanding of rules and start to apply tactics in games situations. Students are learning to develop an understanding of regulations within sports. Students are learning to lead skills sessions to a small group. Students will learn: **Badminton** Through the implementation, students will be able to understand, use and recall the following knowledge relating to badminton: Shot selection in a range of competitive contexts, using space, simple strategies to outwit opposition, application of modified game rules. Key skills: Footwork/stance, grip, Shuttle control, Sending/Receiving – forehand/backhand Clear, Drop shot and Service action. **Athletics** Biomechanics to aid core skill execution, simple tactics to improvement performances, application of event rules, health and safety guidelines when using equipment. Key skills: Sprinting, Pacing, Leg and arm drive, Take-off, flight, landing, Throwing, actions Starts. Sprinting, sustained running, jumping and throwing. Elements of an effective running, jumping & throwing style. Pupils will develop and refine skills and tactical decisions in order to run, jump or throw further. **Tennis** Through the implementation, students will be able to understand, use and recall the following knowledge relating to tennis: Shot selection in a range of competitive contexts, use of deception and simple strategies to outwit opposition, use of sport specific terminology and application of game rules. Key skills: Grip and stance, Footwork, Forehand Backhand Serve. Pupils will use range of basic core skills with accuracy & consistency to outwit opponents. Pupils will identify different areas of the court and be able to place the ball to opposition's weaknesses. Refinement of the fundamental skills will contribute to producing an improved performance. Pupils should be able to recognise the importance of responding to changing situations within the game both in attack and defense. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of angles and depth. To develop communication and decision-making skills as a doubles pairing. Be able to understand the concept of a net game and make effective evaluations of strengths and weaknesses. Pupils will develop a capacity to self-assess with the aid of video analysis. Performance will aid development of observation skills and form a stimulus from which strategies for improvement can be suggested.

	Fitness Throughout this unit, students will develop their understanding of how exercise can have an impact on well-being and develop their knowledge on the requirements of different sports, and how they are trained and improved. Students will carry out and understand the importance of fitness testing, and compare their results to national averages. While identifying areas of strength and weakness, students will also understand the impact different components of fitness have on a variety of sports, and how best to improve these. Key Skills: Agility, cardiovascular endurance, muscular endurance, speed, power, flexibility, strength, balance, reaction time, coordination.
Performing Arts	**Dance:** • Students will learn how to perform complex actions safely. • Student will learn to create movement and how-to pick-up choreography with confidence. • Students will learn different approaches to choreography. • Students will learn how to evaluate own and others work. • Students will learn and study dance styles.
	Drama: • Students will learn the skills and techniques and begin to combine these together to create a piece of Drama. • Students will be introduced to the practitioner Stanislavski. • Students will develop their vocal and physical performance skills and theatre techniques (levels/proxemics/transitions/status) • Students will learn how the historical context affects the application and appreciation of the key features of a play.
	Music: *Students are learning singing skills:* • *Use of appropriate language* • *Unison and part singing* • *Intonation* • *Breath control* • *Posture* • *Aural perception* • *Warming up* *Students are learning to develop improvisational skills:* • *Creativity* • *Confidence*

	• *Fluency* • *Structure* *Students are learning to develop an understanding of and explain the elements of music (using basic Italian terms):* • *Pitch (melody) – vocal ranges* • *Tempo* • *Rhythm* • *Dynamics – forte, mezzo, piano* • *Texture (tonality/harmony) – phonics* • *Timbre – orchestral sections* • *Structure – binary, ternary, verse/chorus*