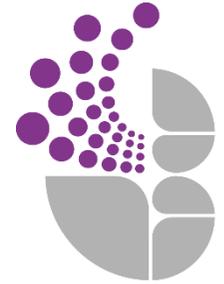


The Academic Curriculum

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.



**ABBAYFIELD
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 3 and 4 (January

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

Subject	Spring Term Topics
English	<p>Half Term 3 Theme: Romeo and Juliet</p> <p>Students are learning to explore character, plot and theme to understand how meaning is crafted in a Shakespeare text.</p> <p>They are exploring Shakespearean texts to understand:</p> <ul style="list-style-type: none">• Elizabethan attitudes• The Globe Theatre• Stage crafting• Character• Structure• Plot• Setting, tone and atmosphere• Dialogue <p>Half Term 4 Theme: Modern Dystopian</p> <p>Students are learning to explore and recognise the conventions of writing to analyse, review and comment.</p> <p>They are exploring a range of non-fiction texts and using:</p>

	<ul style="list-style-type: none"> • Register that is matched to audience and purpose • A range of linguistic devices appropriate to the conventions of the forms taught • How to paragraph effectively including the use of accurate punctuation • Uses a variety of sentence forms for effect
<p>Maths</p>	<p>Students are learning to be able to apply their mathematical knowledge to a range of contexts. Specifically, students will have an in depth understanding of ratio and proportion and how that links to wider context, statistical analysis and geometrical reasoning.</p> <p>Probability</p> <ul style="list-style-type: none"> • Calculating probability from two way tables • Calculating probability from Venn diagrams <p>Number</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Percentage change, increase and decrease inc. multipliers • Rounding to the nearest power of 10, 1 significant figure, decimals places • Estimation • Error intervals • Order of operation <p>Geometry</p> <ul style="list-style-type: none"> • Converting between units of measure
<p>Science</p>	<p>Biology: Respiration and photosynthesis Students will learn that respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules. Most living things use aerobic respiration but switch to anaerobic respiration, which provides less energy, when oxygen is unavailable. Yeast fermentation is used in brewing and bread making. Plants and algae do not eat, but use energy from light, together with carbon dioxide and water to make glucose (food) through photosynthesis. They either use the glucose as an energy source, to build new tissue, or store it for later use. Plants have specially adapted organs that allow them to obtain resources needed for photosynthesis. Iodine is used to test for the presence of starch.</p> <p>Chemistry: Periodic table and Elements Students will learn how the elements in a group all react in a similar way and sometimes show a pattern in reactivity. As you go down a group and across a period the elements show patterns in physical properties. Metals are generally found on the left side of the table, non-metals on the right. Group 1 contains reactive metals called alkali metals. Group 7 contains non-metals called halogens. Group 0 contains unreactive gases called noble gases.</p>

	<p>Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain.</p> <p>Particle diagrams are used to classify a substance as an element, mixture or compound and as molecules or atoms. Naming rules for simple compounds: change non-metal to -ide; mono, di, tri prefixes; and symbols of hydroxide, nitrate, sulphate and carbonate. The symbols of hydrogen, oxygen, nitrogen, carbon, hydrogen, iron, zinc, copper, sulphur, aluminium, iodine, bromine, chlorine, sodium, potassium and magnesium.</p> <p>Physics: PD and Current Magnetism and Electromagnetism</p> <p>Students will learn how we can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway. In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop. Components with resistance reduce the current flowing and shift energy to the surroundings. Calculate resistance using the formula: resistance (Ω) = potential difference (V) \div current (A).</p> <p>Current is a movement of electrons and is the same everywhere in a series circuit. Current divides between loops in a parallel circuit, combines when loops meet, lights up bulbs and makes components work. Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled. The field strength decreases with distance. Two similarly charged objects repel.</p> <p>An electromagnet uses the principle that a current through a wire causes a magnetic field. Its strength depends on the current, the core and the number of coils in the solenoid. The magnetic field of an electromagnet decreases in strength with distance.</p> <p>Magnetic materials, electromagnets and the Earth create magnetic fields which can be described by drawing field lines to show the strength and direction. The stronger the magnet, and the smaller the distance from it, the greater the force a magnetic object in the field experiences. Two 'like' magnetic poles repel and two 'unlike' magnetic poles attract. Field lines flow from the north-seeking pole to the south-seeking pole.</p>
History	<p>Students will learn to understand the significance of developments in Industrial Britain, Europe and the wider world 1750-1901.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Sense of period - Industrial Britain. • Substantive concepts – slavery, empire, industrialisation • Disciplinary concept – significance. • Diversity – Britain's role in shaping world history and being shaped by. Legacy of Empire, colonialism and slavery. • Relationship between British Empire and Slavery – emergence of slave trade (option to include role in growth of cities) • Triangular slave trade - African slave trade, middle passage, plantations, slave auctions. • Abolition of slavery - role of key individuals (e.g. Wilberforce, Clarke and Equiano) • Growth of British Empire - causes, benefits, purpose, evaluation of significance
	<p>Half Term 3:</p> <p>Students are learning to understand how coastal landscapes are formed.</p> <p>This includes:</p>

<p>Geography</p>	<ol style="list-style-type: none"> 1. Coastal processes – erosion, transportation and deposition 2. Coastal landforms – Headland/bay, cave/arch/stack/stump <p>Half Term 4: Students are considering the issues surrounding the world’s growing population.</p> <p>This includes:</p> <ol style="list-style-type: none"> 1. Causes of global population increase. 2. Analysis of population pyramids, using them to explain how a population will change in the future. 3. Describe how a named country has used a population policy and evaluate the impacts that it had.
<p>French</p>	<p>Theme: Leisure Time</p> <p>Students are learning to be able to express their opinions of TV and digital technology and further develop their transactional language in the context of arranging to go out. They will be able to use three tenses together. Pupils will be able to demonstrate an awareness of leisure activities in different Francophone countries.</p> <p>This will include:</p> <p>Singular and plural adjectives agreement Forming and answering a range of questions More negative structures Spotting synonyms Recognising perfect tense ‘signposts’ in a text Using three tenses when speaking Using key irregular verbs – <i>prendre</i> and <i>lire</i></p>
<p>IT/Computer Science</p>	<p>Half Term 3: Graphics</p> <p>Students are learning about different types of graphics and their purposes.</p> <p>Specifically, students will:</p> <ul style="list-style-type: none"> • Be able to recognise the difference between a Vector and a Bitmap graphic. • Be able to identify file types and formats. • Be able to appropriately format a digital graphic.

	<ul style="list-style-type: none"> • Be able to recognise key tools and techniques for creating a digital graphic. <p>Half Term 4: Block-Based Programming</p> <p>Students are learning about Computational Thinking, Block Based Programming, Representation and Binary</p> <p>Specifically, students will:</p> <ul style="list-style-type: none"> • Be able to think algorithmically. • Be able to understand decomposition and abstraction. • Be able to convert binary. • Be able to convert between hexadecimal and denary. • Be able to add 2 8-bit numbers.
Art	<p>Theme: Still Life</p> <p>Students will have exposure to a wide range of media and techniques to develop the formal elements through experimental drawing from observation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn to complete experimental drawing from observation. • Be exposed to a wide range of materials and techniques • Make contextual and contemporary connections and artist research. • Develop descriptive and analytical language both written and visual <p>Whilst working remotely, students will be researching figurative contemporary artists. They will explore the theme 'Natural Forms' and create a series of drawings in pencil based around this theme.</p>

DT	<p>Specialism: Food</p> <p>Students will experience using a range of ingredients, cooking methods and recipes following set instructions.</p> <p>Students will be introduced to nutrition and healthy eating and food science.</p> <p>This will include:</p> <ul style="list-style-type: none"> • The Eatwell Guide • Dietary needs • Contamination • Daily recommended values <p>Students will learn about a range of ingredients and cooking methods and their effect on the body, (Covid permitting) experiencing some of these techniques through practical cooking lessons either at school or as part of their home learning.</p>
RE	<p>Students are considering: 'Is death the end?'</p> <p>Students will explore a variety of religious and secular ideas about what happens when we die and whether death is the end. Students will consider whether beliefs about the afterlife influence the way people live their lives. By the end of this phase of the religious studies journey students will have a firm understanding of what death means for some people across the world and why it is a significant part of a person's life. This particular unit builds on this sensitive topic touched on in HT1 and also brings in ideas of spirituality and how to live a good life that was introduced in year 7. The notion of death is one that affects everyone and is an issue which students will encounter within their lives if they have not done so already. It is key to allow students to understand why death may not seem to be the end for some people but why for others it is. They are given a comfortable low threat environment in which to ask questions and discuss any experiences that they think may be valuable to this course of study and to the student's wider experience. Students will take away information which allows them to question different views on the afterlife but also a lifelong skill of being able to ask questions and discuss sensitive topics.</p>
PE	<p>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.</p> <p>Students are learning badminton, fitness, tennis and football.</p> <p>Football</p>

Through the implementation, students will be able to understand, use and recall the following knowledge relating to football: rules of the sport, key terminology, decision making in a variety of competitive situations, using space, tactical awareness and application, simple strategies to outwit opponents.

Key Skills: Passing, Controlling the ball, Dribbling, Shooting. Students will develop these key skills in isolation, under a varying degree of pressure and in game situations. Students will work to combine these skills together, to perform effectively, and outwit their opponents. Students will also be able to recognise the tactics involved in attacking and defending and be capable of adapting these under changing situations. Pupils will develop communication and decision-making skills to make a positive impact on the team and the group's objectives. Students will develop the ability to analyse and evaluate their own performance, and the performance of others, to bring around improvements.

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.

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	<p>Dance</p> <p>Students will study the history of Capoeira</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The key facts • The key characteristics and movements • Be able to explore key movements with a partner <p>Students will learn</p> <ul style="list-style-type: none"> • The key characteristics of Musical Theatre • Learn and create key motifs from a musical • Explore the process of choreography including Motif development/ structure and devices
	<p>Drama:</p> <ul style="list-style-type: none"> • Students will learn the skills and techniques and begin to combine these together to create a piece of Drama. • Students will consider how to 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 and putting on a show.
	<p>Music:</p> <p>Students are learning to develop their instrumental skills through the topic of Film Music:</p> <ul style="list-style-type: none"> • Posture • Instrumental techniques • Dynamic control • Exploration of timbre • Tempo <p>Students are developing their skills in simple notation:</p> <ul style="list-style-type: none"> • Apply a form of notation as appropriate <p>Students will increase their experience of a solo and ensemble performance within the classroom setting.</p> <p>Students will be exposed to variety of examples of music.</p>