

# 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.

Below you will find a detailed overview of what Year 8 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July)



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

Subject	Summer Term Topics
English	<p><b>Half Term 5: World War 1 Poetry</b></p> <p>Students will explore a range of writers’ ideas and themes from a variety of World War 1 poetry. They will explore a range of methods employed by writers to convey meaning and influence a reader using:</p> <ul style="list-style-type: none"> <li>• Poetic devices</li> <li>• Structure</li> <li>• Themes</li> <li>• Context</li> <li>• Writer’s intentions</li> </ul> <p>Students will explore different forms of poetry to be able to:</p> <ul style="list-style-type: none"> <li>• Identify, interpret and analyse the effect of poetic devices</li> <li>• Using references to support and develop their responses</li> <li>• Comment on and compare increasingly challenging themes and ideas and how different audiences respond.</li> <li>• Compare ideas and themes across two or more texts</li> </ul>

	<p><b>Half Term 6: Animal Farm</b></p> <p>Students will be exploring and analysing:</p> <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Tone and style.</li> <li>• Setting and atmosphere</li> <li>• Language and structure</li> <li>• Characterisation</li> <li>• Political themes/context</li> <li>• Annotation of extracts</li> </ul>
<p>Maths</p>	<p>Students are learning:</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Construct graphs</li> <li>• Mean, Mode and median and range including outliers</li> <li>• Scatter graphs (including best fit and interpolation/extrapolation)</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Exterior and interior angles in polygons</li> <li>• Reasoning with angles</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Fractions, decimals and percentages</li> <li>• Rounding</li> </ul>
<p>Science</p>	<p><b>Biology: Evolution and Inheritance</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• Natural selection is a theory that explains how species evolve and why extinction occurs. Biodiversity is vital to maintaining populations. Within a species variation helps against environment changes, avoiding extinction. Within an ecosystem, having many different species ensures resources are available for other populations, like humans.</li> <li>• Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes, being transferred from parents to offspring during reproduction. Chromosomes are long pieces of DNA which contain many genes. Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation. The DNA of every individual is different, except for identical twins. There are more than one version of each gene e.g. different blood groups.</li> </ul>

	<p><b>Chemistry: Chemical Energy and Types of reaction</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• During a chemical reaction bonds are broken (requiring energy) and new bonds formed (releasing energy). If the energy released is greater than the energy required, the reaction is exothermic. If the reverse, it is endothermic.</li> <li>• Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light. Thermal decomposition is a reaction where a single reactant is broken down into simpler products by heating. Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.</li> </ul> <p><b>Physics: Work, Heating and cooling Wave effects and properties</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• Work is done and energy transferred when a force moves an object. The bigger the force or distance, the greater the work. Machines make work easier by reducing the force needed. Levers and pulleys do this by increasing the distance moved, and wheels reduce friction. The thermal energy of an object depends upon its mass, temperature and what it's made of. When there is a temperature difference, energy transfers from the hotter to the cooler object. Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation.</li> <li>• When a wave travels through a substance, particles move to and from. Energy is transferred in the direction of movement of the wave. Waves of higher amplitude or higher frequency transfer more energy.</li> <li>• A physical model of a transverse wave demonstrates it moves from place to place, while the material it travels through does not, and describes the properties of speed, wavelength and reflection.</li> </ul>
History	<p><b>Students are learning about changes and continuities in Industrial Britain 1750-1901</b></p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Sense of period - Industrial Britain.</li> <li>• Substantive concepts – social, religious, cultural, political, economic and military concepts.</li> <li>• Disciplinary concept – change and continuity.</li> <li>• Diversity – Britain's role in bringing about industrial economy. Impact of different group in society. Emergence of modern political rights. Developments in law and order or public health.</li> <li>• Law &amp; order - Whitechapel case study (Jack the Ripper, Development of modern policing, Migration or Anti-Semitism)</li> <li>• Public health - Cholera Case Study (John Snow and Epidemiology, Bazalgette and Sewers or Chadwick and Public Health Acts)</li> <li>• Emergence of franchise (Development of voters rights - Chartists, Suffragists or Suffragettes)</li> </ul>

<p>Geography</p>	<p><b>Half Term 5:</b></p> <p>Students will explore the human and physical Geography of Asia.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Social, Economic and Environmental Impacts of rapid urbanisation on a named megacity.</li> <li>• Causes and consequences of flooding.</li> <li>• Case study of a flood event on a named river.</li> <li>• Energy use.</li> <li>• Monsoon climate</li> <li>• Palm oil.</li> <li>• Tectonic hazards.</li> </ul> <p><b>Half Term 6:</b></p> <p>Students will conduct small scale fieldwork.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Fieldwork techniques linked to the human Geography of the local area e.g. traffic or pedestrian count, land use, environmental quality survey, questionnaires.</li> </ul>
<p>French</p>	<p><b>Half Term 5 Theme: Town and home</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• To develop their use of different persons of the verb and use modal verbs as well as reflexive verbs in context of daily routine.</li> <li>• Pupils learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.</li> <li>• Use pouvoir + infinitive</li> <li>• Use devoir</li> <li>• Reflexive verbs</li> <li>• Listen for different persons of the verb</li> <li>• Irregular adjectives (beau, nouveau, vieux)</li> <li>• Use three tenses in writing</li> <li>• Understand questions in different tenses</li> </ul> <p>They will also have further practice with three tenses.</p>

	<p><b>Half Term 6 Theme: Sports</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• To develop what they can say about their lives and their likes/ dislikes, including comparatives.</li> <li>• To introduce the imperative for asking directions and give further practice with transactional language in context of talking to the doctor.</li> <li>• Students also learn about some famous sportspeople in the Francophone world.</li> <li>• Using 'jouer a' and 'faire de'</li> <li>• Using the comparative</li> <li>• Using the imperative</li> <li>• Using il faut to say 'you must</li> <li>• Asking and answering questions in 3 tenses</li> </ul>
<p>IT/ Computer Science</p>	<p><b>Half term 5: Computational thinking</b></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Be able to convert binary.</li> <li>• Be able to convert between hexadecimal and denary.</li> <li>• Be able to add 2 8-bit numbers.</li> <li>• Be able to understand the ASCII character set.</li> <li>• Be able to convert ASCII code</li> <li>• Be able to recognise how images are stored in computer systems.</li> </ul> <p><b>Half Term 6 – Intermediate programming skills</b></p> <ul style="list-style-type: none"> <li>• Be able to identify a problem.</li> <li>• Be able to create block-based and/or text-based algorithms to solve a problem e.g. Scratch, Python, Small Basic.</li> <li>• Be able to stress test the solution to meet the needs of a target audience.</li> <li>• Be able to evaluate their solution to explain potential future development(s).</li> </ul>
<p>Art</p>	<p><b>Theme: Natural Forms</b></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• History of Still Life painting</li> <li>• Understand Vanitas and symbolism in Still Life</li> <li>• Developing drawing skills in a variety of media</li> <li>• Improved awareness of a balanced and harmonious composition</li> </ul>

	<p><b>Key Work:</b></p> <ul style="list-style-type: none"> <li>• Drawing shells, fruit, flowers from observation and images</li> <li>• Copying and analysing artists' work</li> <li>• Developing composition ideas</li> <li>• Painted or Mixed Media outcome</li> </ul>
DT	<p>From Easter until May Half Term students will taking a deeper look at branding from both a Graphics and a Product Design angle within our 'Object Family' project. They will look at a range of branded products identifying key characteristics to develop their own products to fit within the brand. They will then develop their own brand design and a range of Graphical Products to fit this brand.</p> <p>We are aiming for students to have some access to the resistant materials workshop after half term, however, this will depend on government guidelines surrounding us completing practical work during the pandemi</p>
RE	<p><b>Topic: What are life's ultimate questions?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• To understand what ultimate questions are</li> <li>• To reflect on many examples using a balanced argument.</li> <li>• To explore the main types of believers and reasons to believe in God.</li> <li>• To explain what is meant by an ultimate question and evaluate some ultimate questions.</li> <li>• To explain what the illuminati is and to evaluate its truth.</li> <li>• To understand and evaluate different rules people follow.</li> <li>• To understand the different religious perceptions of God.</li> <li>• To understand some unusual questions and comprehend the answers with reasons.</li> </ul>
PE	<p>Students will learn:</p> <p><b>Table Tennis</b></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table 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.</p> <p>Key skills: Grip, forehand, backhand and spin serves. Attacking- hit, smash, Defensive- slice, block. Use of topspin and backspin. Pupils will refine their technique and accuracy to perform the skills in isolation and under pressure.</p>

**Netball**

Through the implementation, students will be able to understand, use and recall the following knowledge relating to netball: Application of techniques in a range of contexts, Sport specific terminology, Simple strategies to outwit opposition, Application of a set of modified game rules. Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply and use of a range of techniques for attacking and defending during game play. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. Pupils should be able to move into effective positions to receive the ball and adapt to movement players on court make. Pupils will implement strategic and tactical decisions when attacking and defending. Opportunities to lead small groups will develop communication and decision-making skills.

**Basketball**

Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball: Application of techniques in a range of contexts, Sport specific terminology, Simple strategies to outwit opposition, Application of a set of modified game rules. Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply and use of a range of techniques for attacking and defending during game play. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. Pupils should be able to move into effective positions to receive the ball and adapt to constant changes of possession. Pupils will implement strategic and tactical decisions for offensive and defensive plays. Opportunities to lead small groups will develop communication and decision-making skills.

**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.

**Rounders**

Through the implementation, students will be able to understand, use and recall the following knowledge relating to rounders: Application of techniques in a range of contexts Sport specific terminology, Simple strategies to outwit opposition, Application of a set of modified game rules. Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply and use of a range of techniques for batting, bowling and fielding during game play. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. Pupils should be able to recognise the importance of responding to changing situations. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision-making skills,

**Cricket**

Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket: Application of techniques in a range of contexts. Sport specific terminology Simple strategies to outwit opposition Application of a set of modified game rules. Key skills: Batting, Bowling, Fielding - Sending/Receiving Fielding – Barriers. Pupils will develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply and use of a range of techniques for batting, bowling and fielding during game play. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance. Pupils will learn to use basic principles of play to work towards successful outcomes. Pupils will develop the skills necessary to compete in competitive games. Batting, bowling and fielding will be developed through games and conditional situations. Technique will be further

	<p>tested through its use in small sided games and assessed against expected learning outcomes. Pupils should be able to recognise the importance of responding to changing situations. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision-making skills. To understand the concept of striking and fielding games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement strategies for improvement.</p>
<p>Performing Arts</p>	<p>Students will learn:</p> <p><b>Dance Skills and Techniques</b> Students will:</p> <ul style="list-style-type: none"> <li>• Work alongside a choreographer to produce a developed piece of choreography. Begin to understand creative intentions.</li> <li>• Applying skills and techniques that have been taught in lesson placing them into choreography, preparing pupils for exam success.</li> </ul> <p><b>Devising</b> Students will:</p> <ul style="list-style-type: none"> <li>• Be able to devise their own choreography from a variety of stimuli.</li> <li>• An understanding of how to devise choreography in groups from a variety of stimuli. Discovering how dance can be generated.</li> <li>• Understanding how to respond to a brief from different stimuli preparing pupils for exam success.</li> </ul>
	<p>Students will be interpreting characterisation and script – <b>Too Much Punch for Judy</b></p> <ul style="list-style-type: none"> <li>• Understanding / interpreting character</li> <li>• Interpreting text</li> <li>• Exploring styles of theatre – verbatim</li> <li>• Exploring consequences of drink driving</li> </ul> <p>Students will be devising theatre and understanding Historical context – <b>Titanic</b></p> <ul style="list-style-type: none"> <li>• Exploration of context / characterisation</li> <li>• In role writing</li> <li>• Class and society</li> </ul>
	<p><b>Music:</b> Students will develop an understanding of melodic and harmonic devices. This will include:</p> <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Chord progressions</li> <li>• Texture - phonics</li> </ul>

- Structure (see Autumn unit)

Students will develop aural skills. This will include:

- Stylistic awareness of at least a second world tradition, classical and popular style of music
- Compare and contrast music

Students will create a piece of music incorporating musical elements. This will include:

- Pitch (melody)
- Tempo
- Rhythm
- Dynamics – forte, mezzo, piano
- Texture (tonality/harmony) - phonics
- Timbre
- Structure – binary, ternary, verse/chorus
- Including appropriate record keeping