

**ARK ACADEMY**

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# Year 8 Curriculum

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## OVERVIEW

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*A Mathematics and Citizenship Rich School*



[www.arkacademy.org](http://www.arkacademy.org)

## **MISSION STATEMENT**

*Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.*

*In light of this we aim to:*

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

***Our Driving Principles are:***

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

***Our goal***

*Our goal is that all students should be able to access higher education and participate fully in our democratic society.*

# Introduction

In Year 8, Ark Academy students build on the firm foundations of the Year 7 curriculum.

They are now expected to think like a writer, a mathematician, a scientist... as they extend further their understanding of the concepts underpinning each academic subject discipline.

As with Year 7, a high proportion of students' weekly allocation is devoted to excelling in the core subjects – they will study maths and English every day of the week and science four times a week. Students are of course still offered the opportunity to develop their talents in more practical and expressive subjects such as Drama, Design & Technology and Physical Education.

It is vital that during Year 8, students develop as mature thinkers and are prepared for the meaty topics and adult understanding required as they embark on Year 9 next year.

## Subject Allocations:

Each week, students have the following subjects:

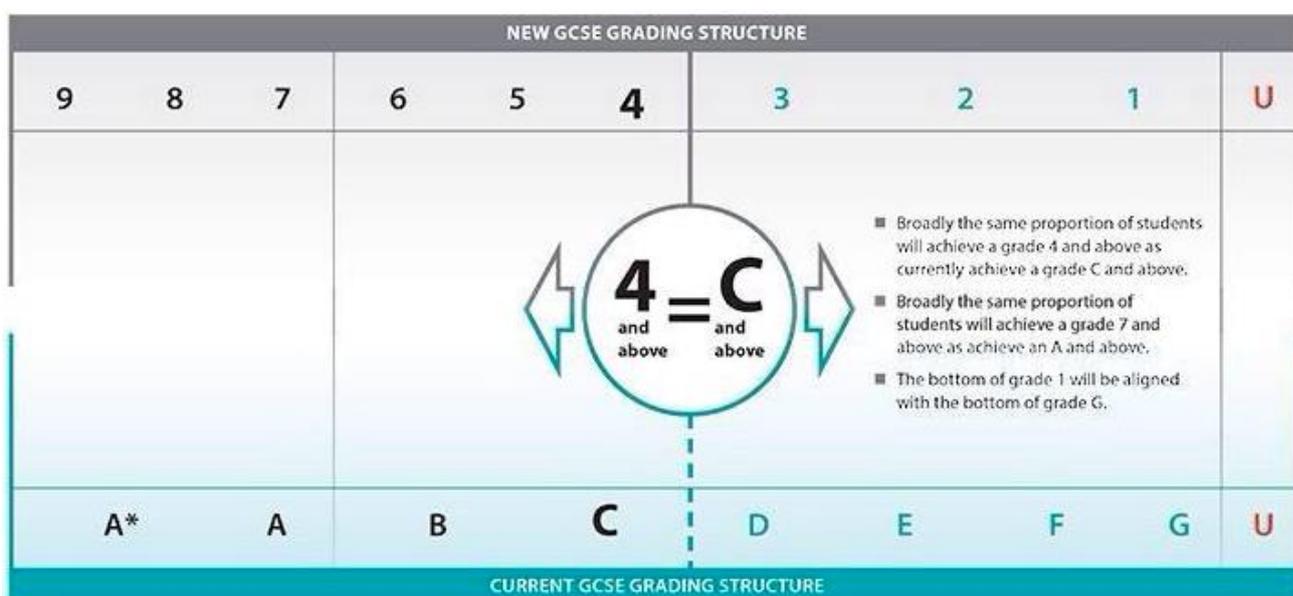
<b>Subject</b>	<b>Subject Code on timetable</b>	<b>Number of periods a week</b>
<b>English</b>	EN	6
<b>Mathematics</b>	MA	5
<b>Science</b>	SC	4
<b>Modern Foreign Languages: French or Spanish</b>	MFL	2
<b>History</b>	HI	2
<b>Geography</b>	GG	2
<b>Religious Education</b>	RE	1
<b>Expressive Arts</b>	EX	1
<b>Art</b>	AR	1
<b>Design Technology (Textiles / Food / Graphics / Resistant Materials)</b>	DT	2
<b>Physical Education</b>	PE	2
<b>PSHE (Personal / Social / Health Education)</b>	PSHE	1

# Assessment in Year 8

In Key Stages 3 and 4, students are graded using the new **national grading system for GCSEs** from **grade 9 to 1**.

*How does the new national grading system work?*

- The new national grading system is from 9 (the highest grade) to 1 (the lowest grade)
- A *strong* pass in a GCSE subject is grade 5
- A *standard* pass in a GCSE subject is grade 4
- The old C grade is roughly equivalent to a high grade 4 or low grade 5. The Ofqual diagram below demonstrates the equivalencies with the old A\* - G system:



*How are students graded in Key Stage 3?*

Students will be awarded an **age related grade**, meaning that if attaining a grade 5 in English in year 8, they are on track to achieve that grade 5 in year 11 if they continue to work hard and progress in the same way. The grade takes account of what a typical year 8 student is capable of achieving in the context of the demands of the key stage 3 curriculum.

*What are the benchmarks that determine expected progress and attainment?*

Students' Key Stage 2 (Primary) results are converted into a **baseline grade** from 9 to 1 using approximate nationally projected attainment from levels in Key Stage 2 to GCSE grades. This baseline grade indicates the minimum grade each student is are expected to achieve in every assessment. **Achieving their baseline grade** throughout the year **indicates they are making good progress**.

Students are also set a **stretch target** over Key Stage 3 – to surpass their baseline. Achieving a grade above their baseline indicates a student is making **above national average progress**.

We encourage every student to for a grade 5 or higher in every subject in their GCSEs. As a result, some students who attained a low score in Primary school will be set regular stretch targets to push them towards this goal.

*Where are students' baselines and targets recorded?*

All students have been given a **target and baselines report** and these have been discussed with their form tutor and subject teachers and noted in their **planners** (see below). This **Tracking Progress page** is where students will record all subject attainment as termly assessments take place. The results of formative half termly assessments may also be noted here.

## Assessment in Year 8

The **key assessment points** for the year ahead are detailed below, mentioned in the flow chart above and reminders will be included in each termly parent calendar. Assessments in autumn and spring take place in class but end of key stage 3 assessments will take place in an examination hall

Date	Event
Thursday 23 <sup>rd</sup> November – Thursday 7 <sup>th</sup> December	★ Y7, 8, 9 & 10 autumn term exams (in lesson)
Monday 5 <sup>th</sup> – Thursday 15 <sup>th</sup> March	★ Y7, 8, 9 & 10 spring term exams (in lesson)
Monday 18 <sup>th</sup> June – Wednesday 4 <sup>th</sup> July	★ Y7, 8, 9 & 10 End of Year Assessments for all subjects (exam hall)

# Home learning: Guidance for parents

## What is home learning?

The minimum requirement of home learning is that everyday students are completing their homework and in the run up to each set of assessments **actively** revising the material that they have been taught. In addition to this, in order to fully reach their potential, students should be seeking and undertaking other learning opportunities at home or outside of school. Suggested activities could be: watching documentaries, reading, playing chess and other strategic board games, mini-DIY and creative projects, at home chemistry sets, sport and martial arts, a musical instrument, learning a basic programming language and programming a new game or creating music. As well as complementing the school's curriculum, some of these tasks help students to develop students' persistence and resilience which also supports their approach to learning within school. Hopefully, with a variety of different activities students will enjoy learning at home as well as benefitting hugely from it.

## How should students be completing their homework?

Ideally, students should be completing their work under supervision from parents. This means that students should be showing parents their planner every day and the homework that they have been set. Students should then be completing their homework, without the distraction of a mobile phone nearby and be able to show their completed work to parents each evening. This means that as well as parents having a strong awareness of what their child is studying at that time as well as being able to ensure quality control so that all students try their best and use homework to extend and consolidate their knowledge. Unfortunately, we see students daily attempting to complete their homework in a rush, on the corridors leaning against computer work spaces and sometimes even the wall. These attempts to complete homework are clearly not extending students' brains and learning in the way that they need to in order to be effective.

## How should students be revising?

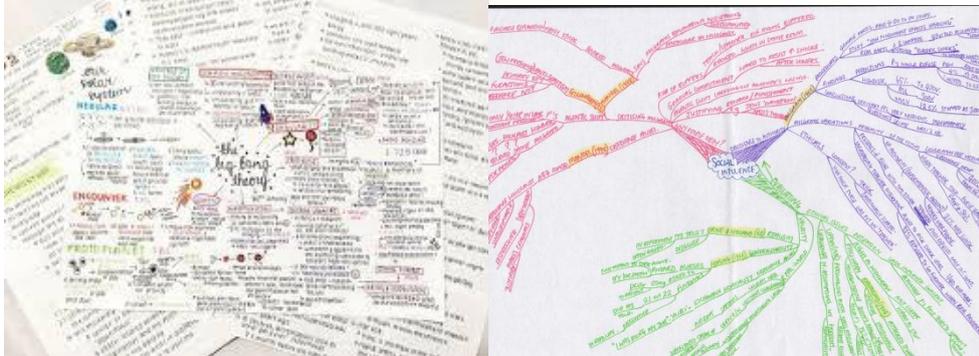
The two main resources that students should be using to help them revise are: their class books which should include all the content and feedback in each subject across the year which they should be using to create flash cards and take notes as well as creating mind map posters; as well as revision booklets which are created by most departments to specifically guide our students towards success in the exams – including tasks and information which students can create revision cards from.

If your child wishes to use the internet to revise, there are some helpful websites overleaf. However, these come with the disclaimer that they will only be useful if they are covering specific content that students have been taught and if students are using the internet whilst making written notes or revision cards. Scrolling through and simply reading web pages is an ineffective way of revising.

## Suggested revision activities:

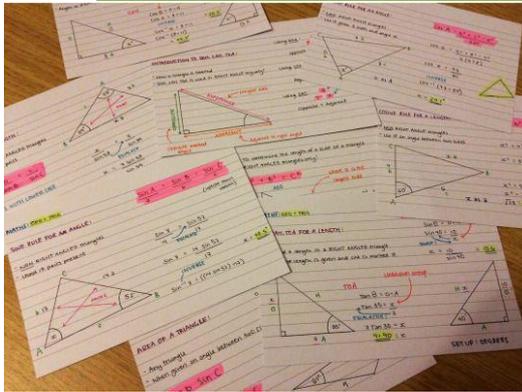
### Mindmaps

How to: <https://www.youtube.com/watch?v=toYKRLer800>



### Flash Cards

How to: <https://www.youtube.com/watch?v=6HXJrfdvIE>



### Revision posters



Once students have created the above resources, they can use them to test their knowledge.

### Suggested websites to help with revision:

- ★ <http://www.bbc.co.uk/education>
- ★ <http://www.s-cool.co.uk/>
- ★ <http://www.sparknotes.com/>
- ★ <http://nfs.sparknotes.com/>
- ★ <https://revisionapp.co.uk/11-plus-revision/> (this site requires paid membership)

# English

## Overview:

The Year 8 curriculum is an important bridge between year 7 and the beginning of GCSEs and an essential time for students to begin to consolidate their essay writing, creative and non-fiction writing skills as well as developing their oral skills too. The units are modelled on GCSE units and are intended to help students prepare for their future studies.

## Term by Term:

	Focus	Assessment
Autumn 1	Shakespeare Essay Writing	Exploration and study of Shakespeare's play <i>Romeo and Juliet</i> focusing on audience interpretation.
Autumn 2	Writing to Argue	Two 'opinion' pieces for a newspaper about a topical issue such as smoking or capital punishment.
Spring 1	American Literature Essay Writing	Exploration and study of Steinbeck's 'Of Mice and Men' focusing on reading and critical interpretation.
Spring 2	Creative Writing	Two assignments where students will write the opening and middle section of a mystery story.
Summer 1	Non-Fiction and Media Texts (Reading)	Students will complete two GCSE Style non-fiction papers which assess their ability to read, comprehend and analyse non-fiction texts.
Summer 2	Revision	End of Year Exam – Reading and Writing

## Homework:

*Homework is set daily and due at the beginning of the lesson based on a grammar video set on Miss Hanna Loves Grammar.*

***Reading logs will be checked weekly as students are expected to read for 20mins a day from Autumn 2 onwards. Students should be striving to read a broadsheet newspaper***

## Useful Resources:

- Miss Hanna Loves Grammar [https://www.youtube.com/channel/UCRJpbVL9N-FPXzF\\_d8S-](https://www.youtube.com/channel/UCRJpbVL9N-FPXzF_d8S-)
- The school library and your local library

For Revision and extra homework:

- <http://www.bbc.co.uk/schools/gcsebitesize/english/>
- <http://englishbiz.co.uk>
- <http://www.s-cool.co.uk/gcse/english>
- <http://bbc.co.uk/skillswise>

To extend and develop understanding:

- The British Film Institute: <http://www.bfi.org.uk/>
- The British Library: <http://www.bl.uk/>
- The Royal Shakespeare Company: <http://www.rsc.org.uk/>

# Mathematics

## Overview:

Our year 8 Mathematics programme explores further key elements of Number, Algebra, Geometry & Measures and Data Handling. Again, the *Fertile Questions* which lead each unit plan in mathematics develop students' key skills, including: representing problems; analysing mathematical procedures; interpreting and evaluating results; communicating and reflecting findings. These skills are essential in order to achieve excellence in GCSE and A Level Mathematics. We believe that our programme of study will develop confident and enthusiastic mathematicians, with a hunger for learning and a flair for solving real world problems.

## Term by Term:

	Focus	Assessment
<b>Autumn 1</b>	Number: Rounding and estimation; Geometry & Measures: Spatial awareness; Perimeter, area and volume; Enlargement.	<i>One hour non calculator paper based on this half term's learning objectives.</i>
<b>Autumn 2</b>	Number: Percentage problems; Algebra: Sequences and graphing.	<i>One hour calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
<b>Spring 1</b>	Number / algebra: Simplification in maths; Geometry & Measures: Transforming shapes, tessellations and angle rules	<i>One hour non calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
<b>Spring 2</b>	Algebra: Solving (multiple) equations; Geometry & Measures: Construction and loci	<i>One hour calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
<b>Extended homework piece:</b> independent enquiry project work.		
<b>Summer 1</b>	Statistics: Data representation (Pie charts, frequency polygons, cumulative frequency curves) and grouped mean Statistics: Probability (more than one event)	<i>One hour non calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
<b>Summer 2</b>	Geometry & Measures: Interior and exterior angles in polygons Algebra: Distance time graphs	<i>Two papers, each one hour. One non calculator and one calculator paper, both based on <b>all</b> year 7 and 8 work.</i>

## Homework:

Students have two **thirty minute homeworks** each week, one on **Wednesday** & one on **Friday**. Homework is either focussed on consolidating concepts learnt in lessons or the development of problem solving skills. Prior to each half termly exam, students are expected to do **extra independent revision**. This is particularly important at the end of the year when they are assessed on Key Stage 3 maths so far.

## Useful Resources:

There are a host of **textbooks** and **mathematics books** available in The Learning Centre. Students can also use **Manga High** to practise key skills. Finally they can use their **revision exercise book** to complete extra notes and questions in preparation for each assessment.

# Science

## Overview:

Year 8 Science at Ark Academy sets to build on the solid foundations set in Year 7 and allow all students to fully participate and succeed in GCSE and A-level Science. With this as our ambition, students will be exposed to the 3 scientific disciplines, studying Biology, Chemistry and Physics separately over the course of the year. A focus within each unit of work is on science investigation, and the applications of Science in the world around us. Students are taught to think like a scientist and frame their writing in this context, and how to read and make sense of scientific articles. Students will have 4 Science lessons per week. At the completion of each topic of work students will be assessed – and either percentages or grades awarded.

## Term by Term:

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
8	Digestion and Respiration	Energy and electricity	Ecosystems and plants	Atoms and Chemical reactions	Genetics, adaptations and evolution	Motion and Rocks

## Homework:

Students will receive one 30 minute homework per week which aims to both consolidate the work they have done in class, and tackle some of the key issues in science assessments. Homework is set according to the timetable below.

Week beginning	Task
Week 1	Spelling test
Week 2	Revision/SSS targets
Week 3	Reading and comprehension
Week 4	Mastery quiz
Week 5	Definitions test
Week 6	Revision/SSS targets

## Useful Resources:

There are a host of textbooks, books and scientific journals available in The Learning Centre. To be a successful scientist, students need to develop their independent learning beyond the classroom. The new GCSE has a much higher level of demand and requires students to remember a lot more content, to ensure this is converted into long term memory students need to be completing additional tasks at home. Below is a list of tasks that students can do additional to their homework to ensure they achieve to the best of their abilities. Please encourage students to complete tasks and share them with their teachers.



What does

# INDEPENDENT LEARNING

look like in

## Science

### TASK

1. After each lesson review your lessons work and make a note of anything that you didn't understand so that you can ask your teacher next lesson.
2. Spend 15 minutes each night after your lesson making notes in your revision folder based on your lessons work
3. Regularly use science revision sites, ensure you are adding relevant information to your notes
  - <http://www.bbc.co.uk/education/subjects/zng4d2p>
  - <http://www.docbrown.info/ks3science.htm>

Youtube also has some good revision videos, but you will need to search for these by topic

4. Use your old workbooks/ exams and use these to revise last year's work too (Yr7)
5. Use the school library to keep up to date with the latest science developments by reading
  - New Scientist
  - Focus
  - How it works?

Keep up to date by reading/ listening to new articles related to Science 'The Day'

6. Practise exam questions (either your old assessments or old SATS tests)
  - <https://www.sats-papers.co.uk/ks3-science-sats-papers>

# Art

## Overview:

The Year 8 Art curriculum builds the foundation skills acquired in year 7, of developing knowledge of the formal elements (Line, Texture, Colour, and Shape), analysis of personal work and the work of others. The year 8 curriculum closely follows the GCSE assessment objectives to ensure all pupils experience the expectations of an Art GCSE course.

Students are taught to experiment and investigate different materials and processes. They are encouraged to explore their ideas and create their own art work, whilst developing an ability to be self-critical and listen to constructive feedback from peers.

## Term By term

	Focus	Style of Assessment GCSE Assessment Objective (AO)
Autumn	<p><b>Is a picture worth more than 1000 words?</b></p> <ul style="list-style-type: none"> <li>- Using different materials and techniques</li> <li>-recording how materials behave</li> </ul>	<p>Portfolio of work leading to final assessment based upon a sustained personal response to Artists' work.</p> <p><b>AO2- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</b></p>
Spring	<p><b>Is a portrait of the sitter or the artist?</b></p> <ul style="list-style-type: none"> <li>-Examination the work by other artists and different art movements</li> <li>-Exploration of how artists use the formal elements</li> <li>-research and recording our personal responses</li> </ul>	<p>Students explore a number of portrait artists and illustrators to inspire their use of various techniques and processes leading to personal response to Artists' work.</p> <p><b>AO1- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</b></p>
Summer	<p><b>Is there a 'right tool for the job' ?</b></p> <ul style="list-style-type: none"> <li>-Observation drawing from primary and secondary sources</li> <li>-develop final composition ideas</li> <li>-Analysis and critical evaluation techniques</li> <li>-Use of different 2D mediums: acrylic paints and Photoshop.</li> </ul>	<p>Students explore artists using various mediums to understand best personal practice leading to personal response to Artists' work.</p> <p><b>AO3- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</b></p> <p><b>AO4- Present a personal, informed and meaningful response demonstrating analytical and critical understanding and realising intentions.</b></p>

## Homework:

Students are set homework every week and they are expected to spend half an hour completing it. The home work encourages independent research, exploration of materials and personal responses to others' work - which build on learning within the lesson and feeds into the following lessons. All home works are always available on Show my homework, where pupils can also find examples of completed homework to ensure they understand homework expectations.

# Design Technology

## Overview:

The year 7 curriculum in **Design Technology** covers three specialisms: **Resistant Materials, Graphics, and Textiles**. Food technology is now classified as **Food preparation and Nutrition** but is still a part of the **D&T 9 week rotation**. Each specialism exposes the students to a range of skills and techniques which they will apply and develop during Key Stage 3 and beyond. These skills can also be used across all D&T subjects. We teach students how to think about, design and plan for making; how to develop ideas, and write and speak in an academic Design and Technology fashion.

They will apply and develop good skills through designing and making projects. Their level is calculated with the following weighting: 25% booklet, 25% written test and 50% final product made.

## Students will complete nine weeks of Textiles Technology during Year 8:

Focus	Assessment
<ul style="list-style-type: none"> <li>• Research</li> <li>• Using influence of Art movements</li> <li>• Decorative technique methods</li> <li>• Basic construction techniques</li> <li>• Design process</li> <li>• Evaluating</li> <li>• Analysis</li> <li>• Understanding components</li> <li>• Fibres and fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of practical techniques (Formative)</li> <li>• Evaluation of activities conducted in lesson (Formative)</li> <li>• Evaluation of activities conducted in lesson (Formative)</li> <li>• Peer assessment.</li> <li>• Critique and Oral Feedback.</li> <li>• Evaluation of Design and make process (Formative)</li> <li>• Summative Assessment: Written Test.</li> </ul>

## Students will complete nine weeks of Food Technology during Year 8:

Focus	Assessment
<ul style="list-style-type: none"> <li>• Cooking methods</li> <li>• Knife skills</li> <li>• Weighing and</li> <li>• Measuring</li> <li>• Nutrition</li> <li>• Shaping</li> <li>• Production/manufacturing methods</li> <li>• Classifying foods</li> <li>• Evaluating</li> <li>• Planning</li> <li>• Colour</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of product produced. Use of sensory analysis. Peer assessment</li> <li>• Photograph of Food Product. (Recording evidence)</li> <li>• Teacher assessment; written assessment.</li> <li>• Evaluation of product produced incorporating sensory analysis. Peer assessment, Teacher Assessment</li> <li>• Written evaluation incorporating sensory analysis.</li> <li>• Evaluation of product produced. Peer assessment Practical also teacher assessment.</li> <li>• Oral Critique and feedback (Formative)</li> <li>• Summative Assessment: Written Test.</li> </ul>

**Students will complete nine weeks of Resistant Materials during Year 8:**

Focus	Assessment
<ul style="list-style-type: none"><li>• Design process</li><li>• Generating and developing ideas</li><li>• Planning</li><li>• Evaluating</li><li>• Making skills</li><li>• Understanding the working properties of timber</li><li>• Basic construction techniques</li><li>• Comb/lap/dowel joints</li><li>• Use of CAM – Laser cutter</li></ul>	<ul style="list-style-type: none"><li>• Evaluation of practical techniques (Formative)</li><li>• Evaluation of activities conducted in lesson (Formative)</li><li>• Evaluation of activities conducted in lesson (Formative) Peer assessment. Critique and Oral Feedback.</li><li>• Evaluation of Design and make process (Formative)</li><li>• Summative Assessment: Written Test.</li></ul>

**Students will complete nine weeks of Graphics during Year 8:**

Focus	Assessment
<ul style="list-style-type: none"><li>• Design process</li><li>• Generating and developing ideas.</li><li>• Analysis of card (net) packaging</li><li>• Use of CAD – 3D software</li><li>• Evaluating</li><li>• Making skills</li><li>• Understanding methods used to communicate design ideas.</li><li>• Basic technical drawing techniques</li></ul>	<ul style="list-style-type: none"><li>• Evaluation of practical techniques (Formative)</li><li>• Evaluation of activities conducted in lesson (Formative)</li><li>• Evaluation of activities conducted in lesson (Formative) Peer assessment. Critique and Oral Feedback.</li><li>• Evaluation of Design and make process (Formative)</li><li>• Summative Assessment: Written Test.</li></ul>

**Homework:**

Students have one thirty minute home work each week. This provides opportunity for independent learning and demonstration of knowledge learnt.

**Useful Resources:**

- <http://www.bbc.co.uk/schools/gcsebitesize>
- <http://www.teachers-direct.co.uk/resources/quiz-busters>
- <http://www.eatwell.gov.uk>
- <http://www.vam.ac.uk/collections/index.html>
- <http://www.technologystudent.com>

# Geography

## Overview:

**Geography is the study of the earth and the people who live on it.**

The geography curriculum introduces the following 7 key geographical concepts:

- Place – What places are like? Why are they different?
- Space – How do people, products and information move between places? What patterns does this create?
- Scale – How are places different at different scales?
- Connections – How and why are places connected together?
- Processes – How do humans and natural forces affect places?
- Environment – What will happen to places in the future? How can we affect this?
- Culture – How and why do people lead different lives? Is this difference fair?

Over the course of Key Stage 3 these concepts will be studied in depth, alongside the basic Geographical map skills and fieldwork techniques.

## Term by Term:

Term	Fertile question	Assessment
Autumn 1	Should humans be allowed to exploit ecosystems?	End of unit assessment
Autumn 2	Does geography control the economy?	GCSE-style exam
Spring 1	Does climate change mean the end of the world?	End of unit assessment
Spring 2	Could the UK have sustainable energy supply?	GCSE-style exam
Summer 1&2	How does water shape our world?	End of year exam

## Homework:

Students will receive one piece of homework per week. This may be research, a written task or a learning homework. Students may also be given a longer project to complete over the term.

## Useful Resources:

- Atlas/wall map of the world
- Newspapers – encourage your child to read a broadsheet newspaper to keep up-to-date with relevant geographical news
- TV news – again, an excellent resource to improve geographical knowledge

- The Learning Centre
- You! Discuss with them current affairs and geographical events. Test your child on the location of countries and capitals. Discuss places you have been and key geographical events you know.
- BBC bitesize – a useful resource for revision, especially when testing key terms
- Geographical Magazine and National Geographic – both are excellent magazines, with past copies kept in the library
- <http://mapzone.ordnancesurvey.co.uk/mapzone/>

# History

## Overview:

As pupils progress into Year 8, they will further develop their analytical thinking and writing skills. As in Year 7, there is an on-going focus on the development of written explanations in preparation for GCSE. As well as extending their thinking about historical concepts they encountered in Year 7, pupils will be introduced to new historical concepts such as interpretations and historical significance for the first time.

## Term by Term:

	Focus	Assessment
Autumn 1	<b>Is change always permanent?</b> <i>(Change and continuity)</i>	Essay on change and continuity in religion under the Tudors.
Autumn 2	<b>Why did a King lose his head?</b> <i>(Causation)</i>	Essay – “Why did the English Civil War break out in 1642?”
Spring 1	<b>Does change always mean progress?</b> <i>(Change and continuity)</i>	Essay - ‘There was rapid progress in Britain during the Industrial Revolution.’ How far do you agree? Explain your answer.
Spring 2	<b>How do we decide what goes in History books?</b> <i>(Historical significance)</i>	Essay arguing why an individual from the Renaissance is historically significant.
Summer 1	<b>Should a country have to pay for its past?</b> <i>(Historical interpretations and diversity)</i>	Essay – “‘The British Empire did more harm than good.’ How far do you agree with this statement?”
Summer 2		

## Homework:

Students have one thirty minute homework each week. This will always consolidate, develop or extend the work they have been doing in class or prepare pupils for new learning. Homework will take the form of reading, writing, research or design tasks.

## Useful Resources:

- The school library.
- [www.fronter.com/ark](http://www.fronter.com/ark) - The History Room
- <http://www.bbc.co.uk/history/forkids>
- <http://www.historylearningsite.co.uk/>
- <http://www.nationalarchives.gov.uk/education/>

# Modern Foreign Languages

## Overview:

In Year 8, students build on their language skills in French or Spanish through two lessons a week. The aim of the curriculum is to open students' eyes to the wealth of knowledge and experience which comes from studying a foreign language and culture. The course focuses on the four main skills of listening, reading, speaking and writing, and prepares students for the GCSE and A-level examinations. Students are taught to be confident communicators and independent learners. They are encouraged to develop their linguistic ability and literacy skills through a range of activities in the classroom. Homework usually includes a vocabulary or grammar learning aspect, as well as a reading or writing task.

Learning Focus	Listening assessment	Reading assessment	Writing assessment	Speaking assessment
<b>Autumn term 1</b> Why is it important for young people to listen to music and/or watch TV?				
<b>Autumn term 2</b> Why is food so important in the French/Spanish culture?				
<b>Spring term</b> What would be your perfect French/Spanish holiday?				
<b>Summer term</b> What do you think about your daily routine?				

## Homework:

Students have one thirty minute homework each week. This is usually a vocabulary or grammar learning homework, as well as a reading or writing task which consolidates work they have covered in class.

## Useful Resources:

- [www.quizlet.com](http://www.quizlet.com) – students must go onto this website every week to help learn key words for their weekly spelling tests. Their class teacher will monitor their progress through this website and discover which words they are finding difficult.
- <http://www.sunderlandschools.org/mfl-sunderland/resources.htm> Students can find a wealth of resources here to help improve their reading skills and grammatical awareness.
- [www.spanishrevision.co.uk](http://www.spanishrevision.co.uk) This website is excellent for recapping key vocab which is covered during the year.
- <http://www.bbc.co.uk/languages> This website has many interesting language videos which students can listen to in order to improve their listening skills.
- <http://www.languagesonline.org.uk/> Students can learn vocab and grammar on this website.
- <http://www.atantot.co.uk/>

# Expressive Arts

## Overview:

In Year 8 the Expressive Arts curriculum covers a wide range of drama and musical concepts, and genres.

## Term by Term:

	Fertile Question	Focus	Description
Autumn 1 & 2	<b>Does Music Speak Louder than Words</b>	Student will become competent in mime, and demonstrate their understanding of appropriate compositional devices.	Pupils will be introduced to a variety of skills using the Silent Movie genre, such as mime, captions, exaggeration and melodrama. Students will create their own silent movie performance, and film/edit these. Students will be given the opportunity to then learn many different devices such as major/minor chords and scales, and melodic ornaments, to then create a successful soundtrack for their silent movie.
Spring 1 & 2	<b>How Can Rhythm Keep Us Together?</b>	Musical Theatre skills and ensemble performance.	This term will be entirely focused on pupils developing their practical musical theatre skills. Inspired by the musical "High School Musical", pupils will be given an extract to perform. They will be assessed on: <ul style="list-style-type: none"> <li>• Playing an instrumental part</li> <li>• Singing a part</li> <li>• Acting as part of an ensemble</li> <li>• Directing an extract</li> </ul>
Summer 1 & 2	<b>Should the Old Be Made New?</b>	Students will study a classic play and piece, and then create a pastiche performance, through Drama and Music.	Pupils will explore extracts from the Shakespearean play "Romeo and Juliet", and experiment with ways of communicating the directors' original intentions to a modern day audience. During music lessons, students will firstly learn to play the different parts of Pachelbels' Canon, and then explore how they can create their own version of the composition, by changing the different elements of music.

## Useful Resources:

- The Library
- <http://www.bbc.co.uk/blast/>
- <http://www.bbc.co.uk/education/subjects/zmsvr82>
- Departmental practice facilities

# Physical Education

## Overview:

The Year 8 curriculum in Physical Education further develops the key processes of developing practical skills, making and applying decisions, developing physical and mental capacity, evaluating and improving, and making informed choices about a healthy and active lifestyle.

Alongside physical development students will begin to look at theory content similar to the GCSE Physical Education course such as, 'The Body Systems' and 'Health & Fitness'. A varied range of activities is offered to suit the needs of individual teaching groups, including those that focus on outwitting opponents (basketball or handball, cricket or softball, and badminton), accurate replication/exploring and communicating ideas (Trampolining), performing at maximal levels (Athletics) and exercising safely and effectively (Health Related Fitness). They will be encouraged to take part in PE enrichment activities to extend their sporting opportunities.

## Curriculum Overview:

No of Weeks:		4	5	4	4	3	4	4	4
		Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6	Rotation 7	Rotation 8
		11th September to 6th October	9th October to 17th November	20th November to 20th December	3rd January to 2nd February	5th February to 2nd March	5th March to 30th March	16th April to 11th May	14th May to 15th June
<b>YEAR 8</b>	<b>Group A</b>	Net Game Badminton Sports Hall	Invasion Game Netball MUGA	Alternative Game Handball 3G Pitch	Basketball Sports Hall	Invasion Game Tag Rugby 3G Pitch	Athletic Activities	Aesthetic Trampolining Dance Studio	Aerobic/Anaerobic Fitness Dance Studio
	<b>Group B</b>	Invasion Game Tag Rugby 3G Pitch	Net Game Badminton Sports Hall	Invasion Game Netball MUGA	Alternative Game Handball 3G Pitch	Aesthetic Trampolining Dance Studio	Athletic Activities	Aerobic/Anaerobic Fitness Dance Studio	Alternative Game Gaelic Football 3G Pitch
	<b>Group C</b>	Invasion Game Netball MUGA	Aerobic/Anaerobic Fitness Dance Studio	Aesthetic Trampolining Dance Studio	Invasion Game Tag Rugby 3G Pitch	Basketball Sports Hall	Athletic Activities	Net Game Badminton Sports Hall	Alternative Game Handball 3G Pitch
	<b>Group D</b>	Aerobic/Anaerobic Fitness Dance Studio	Alternative Game Gaelic Football 3G Pitch	Invasion Game Tag Rugby 3G Pitch	Aesthetic Trampolining Dance Studio	Alternative Game Handball 3G Pitch	Athletic Activities	Invasion Game Netball MUGA	Net Game Badminton Sports Hall

## Useful Resources:

- [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport) - keep up to date with the latest sports news
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/> - BBC revision site aimed at GCSE PE
- <http://www.teachpe.com/gcse.php> - GCSE PE webpage with lots of useful information

# Religious Education

## Overview:

The Year 8 RE curriculum looks in depth at two of the major world religions: Christianity and Islam. In the first term students will consider the key beliefs of Islam and the effects these beliefs may have on the individual and society. In the second term students think about what love is in a Christian context and how Christians have shown love to others. In the third term students study beliefs and practices about life after death and funerals. Throughout the course of all three terms students will develop their ability to answer GCSE questions by improving the quality of the reasons they give and the depth of their extended writing. By the end of the second year at Ark Academy we expect to have prepared students for the start of GCSE in year 9.

## Term by Term:

Term	Focus	Assessment
Autumn	If Britain was Muslim country how would life be different?	GCSE style questions on Islam
Spring	What is love?	GCSE style questions on Christianity
Summer	Why aren't we all buried when we die?	GCSE questions that draw on everything that they have learned throughout the year

## Homework:

Students have one thirty minute homework each week. Homework can either be a piece of extended writing; preparing for a debate or role play; a piece of creative work; some research or memorising key words and definitions for a test.

## Useful Resources:

- The Ark Academy Learning centre
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/>
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/death/>
  
- **ReOnline, audio:** <http://www.refuel.org.uk/reaudio/index/> This site allows you to choose a keyword from any religion, and then someone pronounces and explains it.
- **The Church of England:** <http://www.cofe.anglican.org/>
- This is a very detailed site containing all the information you could ever want on Church of England beliefs and practices. There's also a good ethical issues section.
- **Islam at School:** <http://www.islamatschool.org.uk/>