

ARK ACADEMY

Year 8 Curriculum

OVERVIEW

A Mathematics and Citizenship Rich School



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:

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

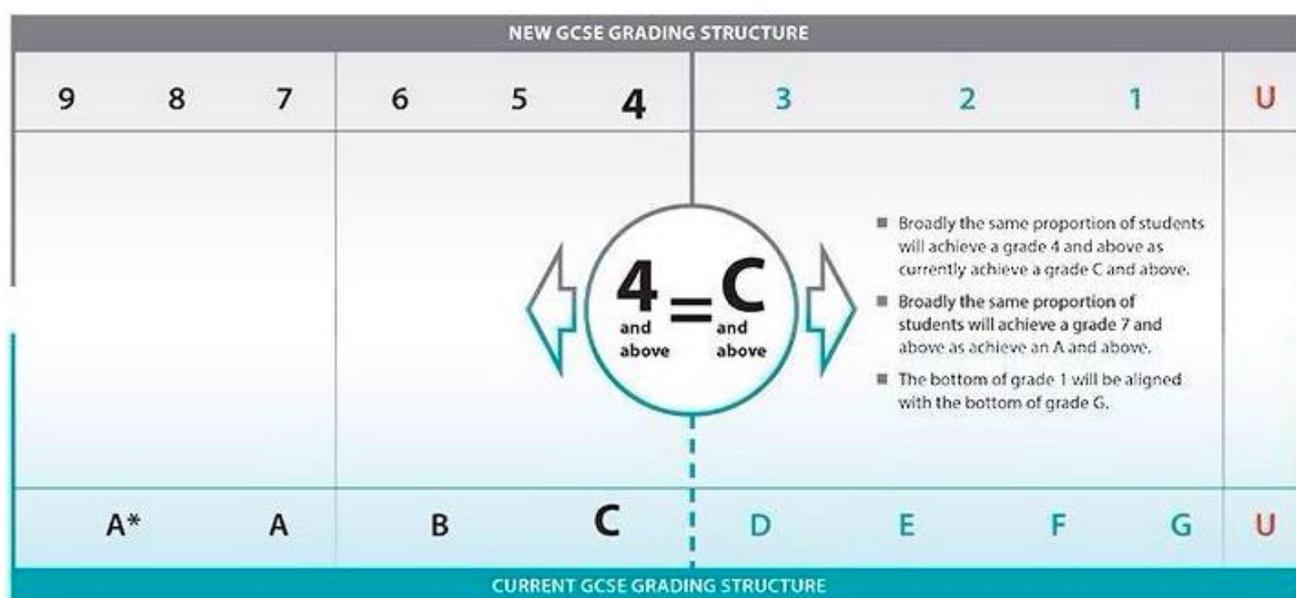
Assessment in Year 8

This year sees the introduction of a **new national grading system for GCSEs** from **grade 9 to 1**, which we will now use to grade all students in Key Stage 3 onwards.

What are the key features of the new national grading system?

- The new national grading system is from 9 (the highest grade) to 1 (the lowest grade)
- A *good* pass in a GCSE subject is grade 5
- A grade 4 is roughly equivalent to the old C grade

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**.

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	War Literature Essay Writing	Students will write two essay about context in the novel <i>War Horse</i> and <i>The Diary of Anne Frank</i>
Autumn 2	Writing to Argue Media Studies	Two 'opinion' pieces for a newspaper about a topical issue such as smoking or capital punishment.
Spring 1	Shakespeare Essay Writing	Two essay on the Shakespeare play <i>Romeo and Juliet</i> focusing on audience 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:

Students have two thirty minute homeworks each week. One is always a spelling homework, and the other consolidates or develops the work they have been doing in class, through creative or research based activities. Students are informed of their homework at the beginning of the week and should spend the full hour allocated completing it in their red exercise books.

On top of this, students should be reading regularly at home – preferably a quality teenage or adult fiction novel.

Useful Resources:

Essential:

- The school library and your local library
- www.fronter.com/ark - The English Room

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, encompassing the key stage 3 national curriculum. Again, the Fertile Questions which lead each unit plan in Mathematics develop students' key process skills, namely: *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
Autumn 1	Number: Rounding and estimation; Geometry & Measures: Spatial awareness; Perimeter, area and volume; Enlargement.	One hour non calculator paper based on this half term's learning objectives.
Autumn 2	Number: Percentage problems; Algebra: Sequences and graphing.	One hour calculator paper based on this half term's learning objectives.
Spring 1	Number / algebra: Simplification in maths; Geometry & Measures: Transforming shapes, tessellations and angle rules	One hour non calculator paper based on this half term's learning objectives.
Spring 2	Algebra: Solving (multiple) equations; Geometry & Measures: Construction and loci	One hour calculator paper based on this half term's learning objectives.
Extended homework piece: independent enquiry project work.		
Summer 1	Statistics: Data representation (Pie charts, frequency polygons, cumulative frequency curves) and grouped mean Statistics: Probability (more than one event)	One hour non calculator paper based on this half term's learning objectives.
Summer 2	Algebra: Distance time graphs Geometry & Measures: Interior and exterior angles in polygons	One hour non calculator and calculator papers based on all Year 7 and 8 work.

Homework:

Students have two thirty minute homeworks each week. 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. [The Mathematics Room](#) on Fronter (www.fronter.com/ark) is useful, including links to support resources and skills practice for each fertile question / unit taught in maths.

Science

Overview:

Year 8 Science at Ark Academy sets to build on the solid foundations set in Year 7 that 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 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 thought to think like a scientist and frame their writing in this context, and how to read and make sense of scientific journals.

Term by Term:

Over the course of the year students will study the following topics:

- Biology – Digestion and Respiration
- Chemistry – Chemical Reactions
- Physics – Light and Sound
- Biology – Microbes and Health
- Chemistry - Rocks and Weathering
- Chemistry – Acids and Alkalis

Each unit of work will be followed by a 1 hour examination – minimum 25% Scientific Investigation.

Homework:

Students will receive one 30 minute homework per week that is differentiated, and aims to both consolidate the work they have done in class, and push them beyond the scope of their current scientific thinking.

Useful Resources:

There are a host of textbooks, books and Scientific journals available in The Learning Centre. Fronter is also invaluable, with a number of excellent links and interactive games to help develop student thinking. It is important to highlight that students who find Science more difficult tend to find the CPG range of revision guides very useful. However, it is equally important to stress that they are *revision* guides, and should not be used as a substitute for reading and discovering the variety of other textbooks such as Exploring Science and KS3 Science.

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. The final term consist of a unit of work set out as mini GCSE assignment. Pupils work through the GCSE Assessment Objectives and they produce a final assessment piece informed by work carried out over the unit- as would be expected at GCSE.

Term By term

	Focus	Style of Assessment GCSE Assessment Objective (AO)
Autumn	Can Art Be a Science? - Using different materials and techniques -recording how materials behave	Final assessment is based on the culmination of all the experiments into a reference portfolio. AO2- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
Spring	Are all artists and art the same? -Examination the work by other artists and different art movements -Exploration of how artists use the formal elements -research and recording our personal responses	Students create a GCSE style research page, where they research an artist and record their personal responses to that artists work. Pupils use a variety of materials to explore a painting created by their chosen artist. Pupils are also assessed on presentation techniques used. AO1- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
Summer	What's inspires art? -Observation drawing from primary and secondary sources -develop final composition ideas -Analysis and critical evaluation techniques -Use of different 2D mediums: acrylic paints	Students are given a theme (as they would be in the GCSE) they create research materials in the form of observational drawing which pupils then combine with drawings from secondary sources. These pieces of work are combined to create a composition for a final piece (painting on canvas using acrylic). The final piece and preparatory work are used to form a final assessment. AO3- Record ideas, observations and insights relevant to their intentions in visual and/or other forms. AO4- Present a personal, informed and meaningful response demonstrating analytical and critical understanding and realising intentions.

Homework:

Students are set homework every other week and they are expected to spend about 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 Fronter, where pupils can also find examples of completed homeworks to ensure they understand homework expectations.

Useful Resources:

- The school library

www.fronter.com/ark - The Art Room- Year 8 Art Room. Apart from homework this area also shares revision questions, forums for discussion and access to useful art research and art gallery links.

Drama

Overview:

The Year 8 Drama curriculum builds upon the skills taught in Year 7. Students develop their practical performances and continue to improve their confidence and leadership skills through a diverse experience of the historical, cultural and practical topics. Drama is a way of expressing the real concerns people have about themselves and the society in which they live and therefore a growing sense of maturity is a requirement for success in Drama through this academic year.

Term by Term:

	Fertile Question	Focus	Description
Autumn 1	'Can a bully also be a victim?'	Anti-bullying: Preparation for Anti-bullying week	This scheme of work uses the emotive subject of bullying as a backdrop for drama development. Students use their own experiences to develop a number of pieces that examine the problem from different angles including those of teachers, witnesses, victims and bullies themselves. Several lessons draw on the students' creative abilities to develop lyrics and artwork as well as their drama skills.
Autumn 2	'Who put the 'mime' in Pantomime?'	Pantomime: A fun-filled exploration of this highly popular genre.	This scheme of work explores the Christmas tradition of pantomime, introducing students to the stock characters and phrases. The students will learn to understand the importance of exaggerated body language, facial expressions and gestures, along with audience generated sound effects.
Spring 1	'Should we look to the past for guidance?'	Greek Theatre: Theseus and the Minotaur.	Students build upon the traditional Greek theatre techniques explored in Year 7 and apply these in a modern context. The myth of Theseus and the Minotaur provides the stimulus for the unit.
Spring 2	Who dunnit?	Black Comedy: Developing characters and plot.	This unit guides students through the story of the Earl, Miles O'Naire, introducing them to various characters at a dinner party, all of whom have a motive for murder. It enables the students to develop drama techniques such as hot seating, duologue, tableau, angel and devil, split scene, dramatic pause, status, flashbacks and creating and maintaining a character. Students gain an insight into how to develop tension and suspense in the form of a black comedy.
Summer 1	'Should films about real life tragedies be banned?'	The Titanic: Developing characters using the real life stories from the Titanic	Students explore the story of the Titanic using the known facts and statements from those involved in the tragedy. The focus is on developing the explorative strategies examined in Unit 1 of the Drama GCSE.
Summer 2	'Should Shakespeare be read or performed?'	Romeo and Juliet: A practical exploration of Shakespeare's text.	A practical exploration of Romeo and Juliet, using extracts of text as well as simple exercises to enable the students access to the language and the ever relevant themes. Through this the students will learn how to use the language of Shakespeare and why it is still pertinent in today's society.

Useful Resources:

- <http://www.bbc.co.uk/blast/>
- www.fronter.com/ark - The Drama Room
- The Library

Design Technology

Overview:

The year 8 curriculum in Design Technology covers four specialism's; Resistant Materials, Graphics, Food and Textiles. Each specialism exposes the students to a range of skills and techniques which they will apply and develop during Key Stage 3 and beyond. 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 model and develop good skills through designing and making projects. They are encouraged to be creative and free thinking students.

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

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

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

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

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

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

Students will complete nine weeks of Graphics during Year 8:

Focus	Assessment
<ul style="list-style-type: none">• Design process• Generating and developing ideas.• Analysis of card (net) packaging• Use of CAD – 2D Design• Evaluating• Making skills• Understanding methods used to communicate design ideas.• Basic technical drawing techniques• Laminating	<ul style="list-style-type: none">• Evaluation of practical techniques (Formative)• Evaluation of activities conducted in lesson (Formative)• Evaluation of activities conducted in lesson (Formative) Peer assessment. Critique and Oral Feedback.• Evaluation of Design and make process (Formative)• Summative Assessment: Written Test or Design Challenge.

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	Will the earth run out of energy?	Leaflet campaigning for/ against wind farm
Autumn 2	Which place has the best climate?	GCSE-style exam
Spring 1	Does climate change mean the end of the world?	Mini-essay
Spring 2	How does water shape the world?	GCSE-style exam
Summer 1&2	Why do floods kill more poor than rich people?	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	Does change mean progress? <i>(Change and continuity)</i>	Summary Diagram outlining nature and extent of change in Britain between 1500 and 1750.
Autumn 2	Why did a King lose his head? <i>(Causation)</i>	Essay – “Why did the English Civil War break out in 1642?”
Spring 1	How do reputations change over time? <i>(Interpretations)</i>	Graph charting how interpretations of Oliver Cromwell have changed over time with written explanations.
Spring 2	How do we decide what goes in History books? <i>(Historical significance)</i>	Essay arguing why an individual from the Renaissance is historically significant.
Summer 1	Should a country have to pay for its past? <i>(Historical 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 - 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. A group of students who performed particularly well at the end of Year 7 have been given the opportunity to do a second language two mornings 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 assesment	Speaking assesment
Autumn term 1 How is your job a reflection of your identity?			Write a paragraph all about you and your family – what do you do? What is a family member like? (physical description and personality)	
Autumn term 2 How is language like a sport?			Write an email to a pen friend about your free time – what sports and other activities do you do?	Presentation about Sport and Free Time
Spring term 1 How can we 'play the game' in languages?			Write an article for a local newspaper about last weekend.	Answer speaking questions about your usual weekend and last weekend.
Spring term 2 Food			Write an interview with a sports personality about food and opinions.	Answer speaking questions about food.
Summer term 1 Holidays			Write a postcard to your pen friend about holidays usually and last year.	Presentation about holidays.
Summer term 2	END OF YEAR EXAM – Students will be assessed in all four skills. More information to follow from teachers.			

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.vocabexpress.com – students must go onto this website every week to help learn key words for their weekly spelling tests. Their log in details are in their planners. Their class teacher will monitor their progress through this website and discover which words they are finding difficult.

- www.fronter.com/ark - The MFL Room. This contains all lesson resources and homework.
- <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 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/>

Music

Overview:

In Year 8 the Music curriculum covers a wide range of musical concepts and genres.

Term by Term:

	Fertile Question	Focus	Description
Autumn 1	Do you get the Blues?	The history of 'The Blues'	<p>Pupils will be introduced to a diverse range of Blues songs, taking into account the social history surrounding it. Pupils will listen to and analyse the musical devices within this genre of music.</p> <p>Pupils will also compose their own Blues song entitled "The Ark Academy Blues'. They will perform these songs in their own Blues bands.</p>
Autumn 2	Is the original always the best?	Songs that have been remixed.	<p>Pupils will consolidate work done on The Blues and will study a variety of Popular songs that have been 'remixed'. They will perform and listen to a variety of songs that have been remixed. They will also remix their own Blues song from Autumn 1.</p>
Spring 1 and 2	Does making a band have to be a battle?	Musical skills and ensemble performance	<p>This term will be entirely focused on pupils developing their practical musical skills. Inspired by the 'Musical Futures' approach to learning, pupils will be given a project and will work towards being able to do the following things:</p> <ul style="list-style-type: none"> • Perform on the keyboard using both hands • Be able to play 3 chords on the guitar • Be able to play a basic 4/4 drumkit pattern • Be able to perform a popular song in a band, demonstrating their ability to work together, rehearse effectively and perform.
Summer 1	Would films make sense without music?	An exploration into film music	<p>Pupils will explore the history of Music for Film. They will listen to, compose and perform music from a variety of eras and genres, using specific musical devices associated with film music</p> <p>Pupils will explore music technology in these unit of work.</p>

Summer 2	Consolidation and assessment unit	How can I demonstrate my abilities as a musician and get the best possible assessment mark?	<p>This unit is a consolidation and assessment unit. Pupils will revise (rehearse) and submit/be examined on the following:</p> <p>Performance: Pupils will perform in their bands, revising and making improvements on what they did in Spring 1 and 2</p> <p>Composition – pupils will refine and edit their piece of film music from summer 1</p> <p>Listening – pupils will have a listening exam that deals with a variety of the ‘Set Works’ we have studied over the course of the year.</p>
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Useful Resources:

- www.fronter.com/ark - The Music Room
- The Library

Physical Education

Overview:

The Year 8 curriculum in Physical Education builds on 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. Students are expected to develop the skills they gained in Year 7 through repetition of similar activities. They develop these key processes through a varied range of activities, including those that focus on outwitting opponents (football, basketball, cricket, and badminton), accurate replication (Gymnastics or Trampolining), exploring and communicating ideas (Dance), 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.

Term by Term (Boys):

	Focus:	Assessment:
Autumn 1	Developing Physical Skills Making & Applying decisions	Football (<i>Outwitting Opponents</i>)
Autumn 2	Developing Physical Skills Evaluating and Improving	Basketball (<i>Outwitting Opponents</i>)
Spring 1	Making informed choices about a healthy & active lifestyle Developing Physical & mental capacity	Health Related Fitness (<i>Exercising safely and effectively</i>)
Spring 2	Developing Practical Skills Evaluating and Improving	Badminton (<i>Outwitting Opponents</i>)
Summer 1	Developing Physical & mental capacity & Making & Applying Decisions	Athletics (<i>Performing at Maximal Levels</i>)
Summer 2	Developing Practical Skills Making and Applying Decisions	Cricket (<i>Outwitting Opponents</i>)

Term by Term (Girls):

	Focus:	Assessment:
Autumn 1	Developing Practical Skills Making & Applying Decisions	Netball (<i>Outwitting Opponents</i>)
Autumn 2	Making informed choices about a healthy & active lifestyle Developing Physical & mental capacity	Health Related Fitness (<i>Exercising safely and effectively</i>)
Spring 1	Developing Practical Skills	Badminton (<i>Outwitting Opponents</i>)
Spring 2	Developing Practical Skills Evaluating and Improving	Trampolining (Accurate Replication)
Summer 1	Developing Physical & mental capacity & Making & Applying Decisions	Athletics (<i>Performing at Maximal Levels</i>)
Summer 2	Developing Practical Skills Making and Applying Decisions	Rounders (<i>Outwitting Opponents</i>)

Homework:

Students will be given homework as and when it suits the unit of work/activity. The majority of homework will utilise the VLE (Fronter). All homework issued must be completed and returned during the next PE lesson.

Useful Resources:

- www.fronter.com/ark - The PE Room
- <http://news.bbc.co.uk/sport1/hi/academy/default.stm> - BBC site with sport specific 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
- www.fronter.com/ark - The RE Room
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/>
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/death/>

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.

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.

Islam at School:

- <http://www.islamatschool.org.uk/>

A not very user friendly, but still useful web-site that focuses on some relevant issues.