

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 1 and 2 (September-December).

Subject	Autumn Term Topics
English 26	Half Term 1: Animal Farm by George Orwell Students are exploring the key themes and ideas within a prose text, whilst beginning to investigate how the writer has built the text to create meaning. They are exploring texts to know and understand the authors craft through reading a challenging variety of literature: • Narrative voice • Character • Setting and atmosphere • Methods of creating meaning • Context • Language choices • Structural choices Half Term 2: Descriptive and Narrative Writing Students are exploring ways to engage audiences with language, tone and structure when writing imaginatively to explore and entertain. They are exploring a range of imaginative texts and using: • Language • Genre • Intonation

	• Figurative language • Specific structural features e.g. start, middle, end • Flashbacks and flashforward • Engaging openings and endings
Maths 26	<u>Unit 1 – Expressions</u> • Use the four operations with negative numbers. • Simplify expression by collecting like terms. • Write expressions for length and perimeter. • Collect like terms with indices. • Multiply variables with indices. • Simplify algebraic fractions. • Write algebraic expressions using multiple operations. • Expand single brackets. • Factorise linear expressions. <u>Unit 2 – Angles</u> • Recognise angles and know the angle sum around a point. • Recognise types of angles (Reflex, acute, obtuse, right). • Measure angles using a protractor. • Name angles using 3 letter notation. • Calculate angles around straight lines and points. • Identify corresponding, alternate and co-interior angles on parallel lines. • Recognise equilateral, isosceles, and scalene triangles. • Calculate angles in triangles. • Solve problems involving multiple angle facts. • Calculate angles in quadrilaterals. • Know the angle facts for parallelograms and trapezia. <u>Unit 3 – Formulae</u> • Write a formula to describe a relationship. • Substitute positive and negative numbers into formulae. • Rearrange formulae using one operation. • Rearrange formulae using two operations.

Science 26	Biology: Genetics & Evolution Students learn about how they inherit characteristics from parents through genetic material and how mutations can occur. 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. Students look at how organisms that exist today have evolved, and how scientists are trying to prevent further species from becoming extinct. 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. Chemistry: Separating mixtures Students will learn that mixtures can be separated using a variety of techniques including filtration, distillation, evaporation and chromatography. The techniques used will depend on the properties of the mixture. They will learn to use the terms solute, solvent, solution, saturated solution, soluble and insoluble when describing mixtures and separation. Science in the media Students are taught to pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility. They understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review. Physics: Forces & Motion Students will further their understanding of contact forces and the effect of unbalanced forces on changing the speed, shape or direction of an object. They will investigate the effects of friction and extension and compression. Students will learn to calculate the average speed of a moving object based on the distance travelled and the time taken. They will be taught how to read a distance-time graph to show the motion of a moving object.
History 26	Students will learn to understand the causes and consequences of revolutions in Britain, Europe and the wider world 1509-1800. This includes: • Sense of period - Early Modern Britain and wider chronological framework. • Substantive concepts – Revolution • Disciplinary concepts – cause and consequence. • Diversity – conflict within nations of different groups and trans-national nature of revolution. • Stuart England – Gun Powder Plot - religious conflict • The English Civil War and Cromwell's rule • Witchcraft • The Scientific revolution

	Students will learn to understand the significance of developments in Industrial Britain, Europe and the wider world 1750-1901. This includes: • Sense of period - Industrial Britain, British India • Substantive concepts – slavery, empire, industrialisation • Disciplinary concept – significance and interpretation. • Diversity – Britain's role in shaping world history and being shaped by. Legacy of Empire, colonialism and slavery. The British in India, the East India Company, Mutiny • Relationship between British Empire and Slavery – emergence of the Transatlantic slave economy • The Transatlantic slave economy - the trade of enslaved Africans, middle passage, plantations, slave auctions.
Geography26	Half Term 1: Students are considering the causes and consequences of climate change at different scales. This includes: • Human causes of climate change • Natural causes of climate change • The local, national and global consequences of climate change • The strategies that can be implemented to mitigate/adapt to climate change Half Term 2: Students are learning to understand how ice shapes our landscapes. Students are exploring the impacts of climate change on polar regions. This includes: • Different glacial processes that help to shape the landscape. • Glacial landforms, e.g. corrie, arete and pyramidal peak • Case study on impacts (social, economic, environmental) of melting polar ice in Russia • How humans interact with glacial environments
Spanish 26	Half Term 1 Theme: Holidays Students are learning to describe a recent summer holiday in detail, using both the present and the perfect tenses. Students are learning to give an account of a past holiday experience, including activities, destination, passengers, key events. This will include:

	• Using the past (preterite) tense of common, regular –ar, –ir and –er verbs • Using the past (preterite) tense of common irregular verbs like ser • Negatives • Opinions Half Term 2: Free-time hobbies and interests Students are learning to discuss what they like to do after school and in their free time. They will also revise the present tense and continue to practise the perfect tense. Students will learn how to use a variety of structures when stating opinion. This will include: • Opinions & justifications, including comparisons • Using common regular and irregular verbs in the present and past (preterite tense) • Using the 3rd person with verbs in the present and past (preterite tense)
Computer Science 26	Computational thinking • Student will learn the concepts of Abstraction, computational thinking and decomposition. • How to design, create and read flowcharts. • How to understand vector and bitmap images. • How to edit and create images. They will learn to use computers safely and legally: • Identifying the principles of fair use and apply this to case studies and the potential consequences of illegal access or downloading and how it may impact me and my immediate peers • Understanding the computer misuse enables students to operate within the law and understand their rights.
Art 26	Half Term 1 Theme: Natural Forms Students will have exposure to a wide range of media and techniques to develop their knowledge of the formal elements through experimental drawing from observation. They will be exploring sea life, shells and still life and will be encouraged to work from images and from direct observation of real subject matter. • Students will gain confidence in using: • Pencil/pen • Chalk/charcoal • Oil pastel Students are learning to develop their annotation, critique and reflection skills and be able to discuss materials and choice. Half Term 2 Theme: Natural Forms

	Students will continue exploring the theme by studying flowers, leaves, mushrooms etc They will be using: • Pencil • Pencil colour • Colour chalk • Oil pastel Students will be exposed to a variety of artists to inspire and develop individual ideas. They will be creating a detailed tonal drawing of a poppy seedhead.
DT 26	In Year 8 Design Technology, pupils develop and build upon the knowledge, skills and understanding they learnt in Year 7. Their innovation and quality control skills are developed as well as their independence when working in lessons. Year 8 pupils will further develop their knowledge of the five core topics which embed the ethos of the Design and Technology curriculum. The curriculum is taught through a range of material disciplines; Resistant Materials, Graphic Design, Technical Drawing and CAD. Year 8 pupils will experience these disciplines on a rotation throughout the academic year. The five core topics of the Design and Technology curriculum are: • Design principles: Pupils will independently research and explore to develop their own design ideas. They will design a range of ideas in response to a brief and will use feedback from others to develop their ideas. They will develop the skill of avoiding design fixation and the ability to annotate and evaluate. • Making principles: Pupils in Year 8 Design Technology are introduced to the workshop during Resistant Materials lessons, learning basic cuts and joins with woods and metals. Pupils develop high standards of health and safety awareness when using tools and machinery. In Graphic Design pupils learn character design and the development of ideas from sketches to digital modelling. • Technical principles: Pupils in Year 8 will confidently explain the origins and properties of a range of materials including metals and woods. In Graphic Design pupils link design with science and engineering as they explore Biomimicry. • Sustainability and the environment – Knowledge of sustainability is developed and applied. Pupils are encouraged to problem solve and creatively consider the environment when designing and making. Pupils evaluate their carbon footprint in evaluations and design specifications. • Analyse and evaluate – Pupils develop knowledge of existing products and evaluate the work of others in further detail. Very good conclusions are made when evaluation writing and subject specific vocabulary is used. Functional testing methods are developed as students follow the Iterative design cycle.

CORE RE 26	Students are considering: 'Where do we come from? Is it "our" world?' Students study a range of different Creation stories. This leads into the examination of Christian, Muslim, Hindu and Buddhist Creation stories and identifying their similarities and differences. Students consider whether cultural/religious Creation accounts are compatible with scientific explanations for Creation such as the Big Bang and evolution in addition to reflecting upon their own beliefs about how our universe and humanity came into existence. Using their knowledge of this range of accounts of Creation, students consider what messages they give us about humanity's place in the world and the level of responsibility humans have for taking care of our planet.
PSHE 26	<u>Relationships and sex education</u> • Stereotypes and gender expectations; sexuality and identity; peer pressure, social influence and belonging; What is a healthy relationship? Recognising healthy and unhealthy relationship behaviours including where to seek help and support; understanding consent. • Misogyny and misandry, consent and image sharing; online sexual harassment and how to seek help and support; impact of exposure to adult material through algorithms and how to report inappropriate content online. <u>Diversity, equality and respect</u> • Human rights, equality and the law; prejudice, discrimination and hate crime
PE 26	Students are learning to develop a broader range of skills and techniques within their sports. They will start to show a deeper understanding of rules and start to apply tactics in games situations. Students are learning to develop an understanding of regulations within sports. Students are learning to lead skills sessions to a small group. They will also develop within the following areas: • Application of key personal qualities of commitment, resilience, determination, problem solving, fairness and enthusiasm and an appreciation of honest competition and good sportsmanship in a range of different situations or scenarios. • A coherent understanding of more advanced rules, regulations and scoring systems in the sports/activities studied. • A greater comprehension of the major muscle groups and bones in the body and how they specifically relate to the sports/activities being studied. • Apply the knowledge of the key techniques and tactics used in the sports/activities being studied. • Apply the knowledge of the physical and skill-related components of fitness and how these are used in a number of sports/activities.
Drama 26	Students are learning to apply the core skills and styles of Drama. Students will explore: • Collaboration and teamwork skills in scripted work including the play of Oliver Twist • Vocal and physical performance skills • Theatre techniques such as levels, proxemics, thought tracking and Still Images

	• Theatre Design and Concepts • A collection of Shakespeare works from Macbeth to A Midsummer Night's Dream
Music 26	Students are improving their instrumental and singing skills by focussing on The Blues. • Use of appropriate language • Unison and part singing • Intonation • Breath control • Posture • Aural perception • Warming up Students are learning to develop improvisational skills: • Creativity • Confidence • Fluency • Structure Students are learning to develop an understanding of and explain the elements of music (using basic Italian terms): • Pitch (melody) – vocal ranges • Tempo • Rhythm • Dynamics – forte, mezzo, piano • Texture (tonality/harmony) – phonics • Timbre – orchestral sections • Structure – binary, ternary, verse/chorus