

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 achieving 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).

Subject	Summer Term Topics
English	<p>Half Term 5: Relationship Poetry Anthology Students will explore a range of writers’ ideas and themes from a variety of poems exploring different types of relationships. Students will begin to build comparative poetry skills. 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">• Poetic devices• Structure• Themes• Context• Writer’s intentions <p>Students will explore different forms of poetry to be able to:</p> <ul style="list-style-type: none">• Identify, interpret and analyse the effect of poetic devices• Using references to support and develop their responses• Comment on and compare increasingly challenging themes and ideas and how different audiences respond.• Compare ideas and themes across two or more texts <p>Half Term 6: Literary Shorts Anthology Students will be exploring and analysing a selection of short stories covering English literary heritage, seminal world literature and contemporary writers. Students will focus on:</p> <ul style="list-style-type: none">• Audience and purpose• Tone and style.• Setting and atmosphere• Language and structure• Characterisation• Developing critical and evaluative skills

	<ul style="list-style-type: none"> • Annotation of extracts/ sections of text
Maths	<p>Students will study the following two topic</p> <p>Geometry</p> <ul style="list-style-type: none"> • Exterior and interior angles in polygons • Angles in parallel lines • Bearings • Area and volume (including circles, composites, prisms) • 3D nets and surface area (including prisms) <p>Statistics</p> <ul style="list-style-type: none"> • Construct graphs • Mean, Mode and median and range including outliers • Scatter graphs (including best fit and interpolation/extrapolation)
Science	<p>Biology: Evolution and Inheritance Students will learn:</p> <ul style="list-style-type: none"> • 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. • 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. <p>Chemistry: Chemical Energy and Types of reaction Students will learn:</p> <ul style="list-style-type: none"> • 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. • 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. <p>Physics: Work, Heating and cooling Wave effects and properties Students will learn:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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.
History	<p>Students are learning about changes and continuities in the rights of minority groups and creating an inclusive society. This will include:</p> <ul style="list-style-type: none"> • Sense of period - Late 19th and 20th centuries • Substantive concepts – social, cultural, political and economic concepts. • Disciplinary concept – change and continuity. • Diversity – Emergence of modern political and social rights. • American Civil Rights- abolition of slavery in USA, Jim Crow era, the murder of Emmett Till, Rosa Parks and the bus boycott, the Bristol bus boycott, Martin Luther King and Malcolm X, the Civil Rights bill of 1964. • British Female suffrage- Suffragists, Suffragettes, Emily Davison. • British Immigration- Post WW1 Britain- race riots and the case study of Charles Wooton, the Windrush generation. • Emergence of LGBTQ and disability rights in Britain.
Geography	<p>Half Term 5: Students will explore the human and physical Geography of Asia. This will include:</p> <ul style="list-style-type: none"> • Social, Economic and Environmental Impacts of rapid urbanisation on a named megacity. • Causes and consequences of flooding. • Case study of a flood event on a named river. • Energy use. • The monsoon climate • Palm oil. • Tectonic hazards. <p>Half Term 6: Students will conduct small scale fieldwork. This will include:</p> <ul style="list-style-type: none"> • Fieldwork techniques linked to the human Geography of the local area e.g. traffic or pedestrian count, land use, environmental quality survey, questionnaires.
French	<p>Half Term 5 Theme: Town and home Students will learn to develop their use of different persons of the verb and use modal verbs as well as reflexive verbs in context of daily routine. Pupils learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.</p>

	<ul style="list-style-type: none"> • Use pouvoir + infinitive • Use devoir • Reflexive verbs • Listen for different persons of the verb • Irregular adjectives (beau, nouveau, vieux) • Use three tenses in writing • Understand questions in different tenses <p>They will also have further practice with three tenses.</p> <p>Half Term 6 Theme: Sports</p> <p>Students will learn to develop what they can say about their lives and their likes/ dislikes, including comparatives. To introduce the imperative for asking directions and give further practice with transactional language in context of talking to the doctor.</p> <ul style="list-style-type: none"> • Students also learn about some famous sportspeople in the Francophone world. • Using 'jouer à' and 'faire de' • Using the comparative • Using the imperative • Using 'il faut' to say 'you must' • Asking and answering questions in 3 tenses
Spanish	<p>Half term 5: Talking about going out and clothes</p> <p>Students will be introduced me/te gustaría in context of arranging to go out and reflexive verbs in context of getting ready to go out. Further practice with three tenses and reflexive verbs.</p> <ul style="list-style-type: none"> • me/te gustaría • Stem-changing verbs querer/poder • tener que + infinitive • Reflexive verbs • Three tenses together • (Extension) Structures with two verbs (e.g. prefiero bailar) <p>Half term 6: Describing where you live</p> <p>Students will use comparative and introduce the superlative in context of holiday homes and activities. To introduce imperative for asking directions. Pupils also learn about the Spanish holiday destination of Mallorca</p> <ul style="list-style-type: none"> • ser/estar • The imperative • Three tenses together • The superlative • The comparative
Computer Science	<p>Computational thinking</p> <p>Students will learn to:</p>

	<ul style="list-style-type: none"> • Understand logical and computational thinking. • Be able to use logic gates to solve problems. • Create and read algorithms. • Apply the processes of abstraction and decomposition to solve computational problems.
Art	<p>Theme: Art of 1920's</p> <p>Students will produce a range of artworks inspired by a range of artists (for example Matisse, Bloomsbury Group, Picasso) using oil pastel, water colour, collage and collagraphy techniques</p> <p>They will develop cross curricular links through the focus on work from the 1920's</p>
DT	<p>Students will develop and build upon the knowledge, skills and understanding acquired in Year 7. Their innovation and quality control skills are developed as well as their independence. They will 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; Food and Nutrition, Timber based materials (Resistant Materials), Papers and Boards (Graphics) and Textile based materials. They will experience a number of these disciplines throughout the academic year.</p> <p>The five core topics of the Design and Technology curriculum are:</p> <ul style="list-style-type: none"> • Design principles: Students 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 learn to use a variety of approaches including isometric and orthographic technical drawings. They will develop the skill of avoiding design fixation. Annotation skills and knowledge of dimensions will be developed. In Food, Students will develop the confidence to adapt and refine a range of dishes in response to dietary choices. Students will focus on nutritional, cultural, religious and ethical diets. • Making principles: Students will make a range of products in lessons. The use of more complex materials, equipment and manufacturing techniques are taught. Students are introduced to metal dip coating, pewter casting, vacuum forming, batik dyeing, patchwork construction and a range of modelling methods. Students develop their knowledge and skills in computer aided design. 2D Design and Illustrator are taught. Quality control skills are developed in Year 8 as well as the ability to work independently when making a product. Students demonstrate good standards of health and safety awareness. In Food, Students develop their knowledge of food safety and hygiene. They develop their food preparation and cooking skills as higher risk foods are cooked and good chopping, shaping and presentation skills are emphasised. • Technical principles: Students in Year 8 will confidently explain the origins and properties of a range of materials including plastics, fabrics and metals. Students will select appropriate materials for different uses. Knowledge of smart materials will be learnt. Students will apply colour theory. In Food, Year 8 Students will recognise and apply knowledge of temperatures when cooking. Students will explain in detail the difference between micronutrients and macronutrients. • Sustainability and the environment – Knowledge of sustainability is developed and applied. Links to current world events are incorporated into lessons. Students are encouraged to problem solve and creatively consider the environment when designing and making. Students evaluate their carbon footprint in evaluations and design specifications. Students develop and apply knowledge of the 6R's. Free range, organic and Fairtrade knowledge is taught. • Analyse and evaluate – Students 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, and third-party feedback given. Students in Food, Students develop understanding of sensory analysis.

	<p>Students will continue to develop their knowledge of the CET Knowledge Connected curriculum. The key concepts are re-introduced with a specific focus on Meaning and Performance. Famous designers are introduced including Alessi, Bisa Butler and Vivienne Westwood.</p>
RE	<p>Topic: What are life's ultimate questions? Students will learn:</p> <ul style="list-style-type: none"> • To understand what ultimate questions are • To reflect on many examples using a balanced argument. • To explore the main types of believers and reasons to believe in God. • To explain what is meant by an ultimate question and evaluate some ultimate questions. • To explain what the illuminati is and to evaluate its truth. • To understand and evaluate different rules people follow. • To understand the different religious perceptions of God. • To understand some unusual questions and comprehend the answers with reasons.
PE	<p>Students are learning to develop a broader range of skills and techniques within their sports. They will start to show a deeper understanding of rules and start to apply tactics in games situations. Students are learning to develop an understanding of regulations within sports. Students are learning to lead skills sessions to a small group. Through a range of sports students will start to develop the following.</p> <ul style="list-style-type: none"> • 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 (using correct terminology – gastrocnemius not calf). • 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	<p>Students are focusing on the analysis of theatre and the production elements of stage design.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understood how a theatre functions and operates. • Evaluate a live performance • Undertake scripted sections of the live performance • Continue to develop self-evaluation skills • Develop peer evaluation skills

	<ul style="list-style-type: none"> • Understand and explore the different stage types, set and prop design, lighting and sound and puppet design.
Music	<p>Students will develop an understanding of melodic and harmonic devices. This will include:</p> <ul style="list-style-type: none"> • Phrases • Chord progressions • Texture - phonics • Structure (see Autumn unit) <p>Students will develop aural skills. This will include:</p> <ul style="list-style-type: none"> • Stylistic awareness of at least a second world tradition, classical and popular style of music • Compare and contrast music <p>Students will create a piece of music incorporating musical elements. This will include:</p> <ul style="list-style-type: none"> • Pitch (melody) • Tempo • Rhythm • Dynamics – forte, mezzo, piano • Texture (tonality/harmony) - phonics • Timbre • Structure – binary, ternary, verse/chorus • Including appropriate record keeping