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 3 and 4 (January – Easter).

Subject	Spring Term Topics
English	**Half Term 3 Theme: Hamlet** Students are learning to explore character, plot and theme to understand how meaning is crafted in a Shakespeare text. They are exploring Shakespearean texts to understand: • Elizabethan attitudes • The Globe Theatre • Stage crafting • Character • Structure • Plot • Setting, tone and atmosphere • Dialogue **Half Term 4 Theme: Community and Culture (Non-fiction Texts)** Students are learning to explore and recognise the conventions of writing to analyse, review and comment across a range of themes such as Science, crime, identity and travel writing They are exploring a range of non-fiction texts and using: • Register that is matched to audience and purpose • A range of linguistic devices appropriate to the conventions of the forms taught • How to paragraph effectively including the use of accurate punctuation • Uses a variety of sentence forms for effect
Maths	**Rates of Change** • Scales and maps

	• Rates of change • Ratio notation • Relationship between fraction and ratio • Direct and Inverse proportion (including with algebra and graphs) **Statistics** • Construct and interpret graphs • Mean, mode and median and range including outliers • Scatter graphs (including best fit and interpolation/extrapolation)
Science	**Biology: Human reproduction** Students will learn about reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, including the effect of maternal lifestyle on the fetus through the placenta. Students learn the basics of IVF being a medical treatment that some people may have to help them conceive children. **Biology: Plant reproduction** Students also learn about reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. **Chemistry: Earth's climate** Students will also learn how carbon is recycled through natural processes in the atmosphere, ecosystems, oceans and the Earth's crust (such as photosynthesis and respiration) as well as human activities (burning fuels). They will learn that scientists have evidence that global warming caused by human activity is causing changes in climate. They will learn that methane and carbon dioxide are greenhouse gases and that the Earth's atmosphere contains around 78% nitrogen, 21% oxygen, <1% carbon dioxide, plus small amounts of other gases. **Chemistry: Earth's resources** Students will also learn that only a certain quantity of any resource on Earth, so the faster it is extracted, the sooner it will run out. They will consider how recycling reduces the need to extract resources and that most metals are found combined with other elements, as a compound, in ores. The more reactive a metal, the more difficult it is to separate it from its compound. Carbon displaces less reactive metals, while electrolysis is needed for more reactive metals. **Physics: Space** Students will learn about the study of space and space exploration in particular the focus around Space X. They will deepen their knowledge about the history of our story around solar systems and learn about planets, years and orbits. Students will learn how satellites work and their uses in everyday life. They will build on their knowledge from KS2 about how day, night and seasons occur and learn about the phases of the moon.

History	**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. • 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. • 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. • Abolition of slavery - role of key individuals (e.g. Wilberforce, Clarkson and Equiano) as well as uprisings on plantations by enslaved Africans. **Students will learn to understand the changes and continuities in Industrial Britain 1750-1901.** This will include: • Sense of period - Industrial Britain. • Substantive concepts – social, religious, cultural, political, economic and military concepts. • Disciplinary concept – change and continuity. • Diversity – Britain's role in bringing about industrial economy. Impact of different group in society. Emergence of modern political rights. Developments in public health. • The Agricultural revolution, the emergence of factories, factory conditions and reform. • Public health - Cholera Case Study-John Snow and Epidemiology, the Great Stink, Bazalgette and Sewers, Public Health Acts. • Social reform- Case study of Jack the Ripper and the issues of poverty, crime and women's place in society • Emergence of franchise- Development of voters rights – Peterloo massacre, Chartists, reform acts of 1832, 1867 and 1884.
Geography	**Half Term 3:** Students are learning to understand how coastal landscapes are formed. This includes: • Coastal processes – erosion, transportation and deposition • Coastal landforms – Headland/bay, cave/arch/stack/stump • Coastal management strategies (hard and soft engineering) **Half Term 4:** Students are considering the issues surrounding the world's growing population. This includes: • Causes of global population increase. • Analysis of population pyramids, using them to explain how a population will change in the future. • How a named country has used a population policy and evaluate the impacts that it had. • Impacts of overpopulation

French	**Half Term 3 & 4: Free-time hobbies and interests** Students are learning to express their opinions of TV and digital technology and further develop their transactional language in the context of arranging to go out. They will use three tenses together. Students will be able to demonstrate an awareness of leisure activities in different Francophone countries. This will include: • Singular and plural adjectives agreement • Forming and answering a range of questions • More negative structures • Spotting synonyms • Recognising perfect tense 'signposts' in a text • Using three tenses when speaking • Using key irregular verbs – *prendre* and *lire*
Computer Science	Students are learning about computer crime and cyber security. Specifically, students will be learning: • To be able identify online security threats and understand the principles of the computer misuse act. They will learn to protect themselves online. • How to explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware) • How to explain what cookies are and can give examples of how online browsing can be tracked. They will identify commercial content and scams (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing). • How presenting them self in different ways online carries both benefits and risks and they can describe and assess what these could be. They will be able to explain strategies to reduce potential risks. • How relationships can safely begin (on- line dating), develop, be maintained, change and end online. How to make positive contributions to online debates and discussions. How what I write online can also affect my school, family or social group, or future opportunities. They will discuss strategies to manage and protect their 'digital personality'
Art	**Theme: Art of 1920's** Students will begin to produce a range of artworks inspired by a range of artists working across Europe 100 Years ago from today (for example, Matisse, Fauves, Vorticist, Futurists, Bloomsbury Group, Picasso) starting with oil pastel, water colour. They will develop cross curricular links through the focus on work from the 1920's and be introduced to the work of exciting artists working today.

DT	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. The five core topics of the Design and Technology curriculum are: • **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. 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.
RE	Students are considering: 'Is death the end?' They will explore a variety of religious and secular ideas about what happens when we die and whether death is the end. Students will consider whether beliefs about the afterlife influence the way people live their lives. By the end of this phase of the religious studies

	journey students will have a firm understanding of what death means for some people across the world and why it is a significant part of a person's life. This particular unit builds on this sensitive topic touched on in HT1 and also brings in ideas of spirituality and how to live a good life that was introduced in year 7. The notion of death is one that affects everyone and is an issue which students will encounter within their lives if they have not done so already. It is key to allow students to understand why death may not seem to be the end for some people but why for others it is. They are given a comfortable low threat environment in which to ask questions and discuss any experiences that they think may be valuable to this course of study and to the student's wider experience. Students will take away information which allows them to question different views on the afterlife but also a lifelong skill of being able to ask questions and discuss sensitive topics.
PE	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. • 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	Students are focusing on devising and production elements Students will explore: • Creating theatre from a chosen stimulus • The abstraction of ideas from a stimulus • Structuring of a performance • Strengthening core skills covered prior • The aims and intentions of a stimulus • Audience impact and reactions
Music	Students are learning to develop their instrumental skills through the topic of Film Music: • Posture

	• Instrumental techniques • Dynamic control • Exploration of timbre • Tempo Students are developing their skills in simple notation: • Apply a form of notation as appropriate Students will increase their experience of a solo and ensemble performance within the classroom setting. Students will be exposed to variety of examples of music.