



Ark Charter
Academy

Autumn Term

Year 8

Parent Information Booklet

This booklet contains details of the curriculum that your child will be studying in the summer term in each subject. It also gives information regarding how the curriculum links to SMSC (social, moral, spiritual and cultural) and our Christian values of Justice, Respect and Courage.

Please contact l.headland@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum content this term:

In Autumn 1 and 2 students will be studying *Sherlock Holmes* by Arthur Conan Doyle. The aim of this unit is to build upon the students' experience of studying a classic 19th Century text during Year 7. During the course of the unit, students will continue to learn to write analytically, with a keener focus upon the writer's intention. They will also further develop the writing of evaluative texts and begin to write to argue and persuade by considering aspects of creating impact on the reader. The Mastery curriculum provided continues to focus on the improvement of higher skills of spelling, punctuation and grammar.

SMSC links:

Social: When studying *Sherlock Holmes*, pupils will be encouraged to consider the main virtues of an imaginative approach; one that goes beyond simple logic in interpreting facts and instead uses that same logic to create hypothetical alternatives: things that might occur given a certain action.

Moral: Students will analyse the moral dilemmas many characters face in *Sherlock Holmes*, including Holmes himself, and explore the motivations of particular characters and certain moral issues both verbally and in their writing.

Spiritual: In their study of *Sherlock Holmes*, students will be writing a monologue from one character's perspective, group discussion on themes, actions, consequences and ethics.

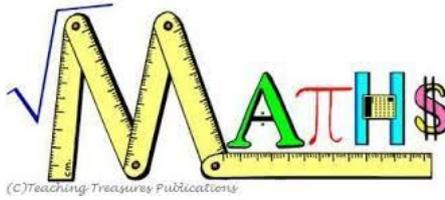
Cultural: Students will be studying literary heritage and the unit develops students' cultural capital and build on their previous work on Dickens, Shakespeare and various classic poets from last year.

Christian Values links:

Justice: In this unit achievement will be celebrated through peer marking which expresses Thankfulness, and by sharing objectives and criteria in the assessment process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions about various texts, creating an environment of Trust, for ideas to be expressed and received with Compassion

Courage: In the study of a classic text, students will be encouraged to recognise that taking a personal moral stand or tackling a challenge will require courage.



Curriculum covered this term:

Number including:

- Find the factors and multiples of a number
 - Find prime numbers
 - Find the prime factors of a number
 - Determine HCF by prime factorisation
 - Determine LCM by prime factorisation
 - Find squares, square roots, cubes and cube roots using prime factorisation
 - Use indices to record repeated multiplication
 - Calculate with the use of a calculator, including squares, cubes, square roots and cube roots
- Use equivalent fractions
 - Add and subtract fractions with like denominators
 - Add and subtract fractions with unlike denominators
 - Add and subtract fractions mixed numbers and improper fractions
 - Convert between improper fractions and mixed numbers
 - Add and subtract fractions mixed numbers and improper fractions
 - Calculate with decimals

Algebra including:

Within this fortnight's unit, students will learn to:

- Represent and order positive and negative integers on a number line (using the symbols $>$, \geq , $<$, and \leq)
- Show addition and subtraction on a number line
- Apply the four basic operations on positive and negative integers
- Calculate with rational and decimal numbers (including negative numbers)

Within this three week unit, students will learn to:

- Recognise and represent number patterns (including finding an algebraic expression for the n^{th} term)
- Translate simple real-world situations into algebraic expressions
- Use letters to represent numbers
- Distinguish between terms and coefficients in algebraic expressions
- Distinguish between like and unlike terms in algebraic expressions
- Add and subtract linear algebraic expressions
- Expand simple linear expressions
- Solve linear equations in one unknown

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| <ul style="list-style-type: none">• Solve simple fractional equations that can be reduced to linear equations• Formulate a linear equation in one unknown to solve problems |
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SMSC links:

They will have the opportunity to:

- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Display a sense of belonging and an increasing willingness to participate

Christian Values links:

Justice

- All students will be encouraged to help create an inclusive environment where all opinions and ideas are treated equally
- Peer marking will play an ever increasing role for students to understand achievement

Courage

- Students will be encouraged to not be afraid to make mistakes
- Students will always be encouraged to challenge themselves to harder or star questions
- Students will be encouraged to stay motivated, even when they find things challenging and to have the courage to explore and discover new ways to solve the problem

Respect

- Respect the teacher and other students by listening carefully to all discussions
- Respect other students' opinions when working in pairs and groups



Science

Curriculum content this term:

Class			
8A1	Biology	Chemistry	Physics
8A2	Chemistry	Physics	Biology
8A3	Physics	Biology	Chemistry
8B1	Biology	Chemistry	Physics
8B2	Chemistry	Physics	Biology

Biology – Health & lifestyle: Drugs & digestion

- 1 – Nutrients
- 2 – Food tests
- 3 – Unhealthy diet
- 4 – Digestive system <Mastery quiz>
- 5 – Bacteria and enzymes in digestion
- 6 – RP – Investigating enzymes
- 7 – Drugs
- 8 – Alcohol <Mastery quiz>
- 9 – Smoking
- 10 - EOTT

Chemistry – The periodic table

- 1 – Metals and non-metals
- 2 – Groups and periods <Mastery quiz>
- 3 – The elements of group 1
- 4 – The elements of group 7 <Mastery quiz?>
- 5 – RP – Displacement of halides
- 6 – The elements of group 0
- 7 - EOTT

Physics – Electricity & magnetism

- 1 – Charging up
- 2 – Circuits and current
- 3 – Potential difference <Mastery quiz>
- 4 – Series & parallel
- 5 – Resistance
- 6 – Magnets & magnetic fields
- 7 – Electromagnets <Mastery quiz>

8 – RP - Electromagnets
9 – Using electromagnets
10 – EOTT

SMSC links:

Spiritual development within Science

There will be moments for the students to reflect on their own views about the world and how they relate to it

Moral development within Science

STEM Clubs & STEM Ambassadors

Topics which allow students to form their own opinions and judgements:

- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry

Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals' understanding of society:

- Evolution – KS3 and KS4 Biology

Cultural development within Science

Topics which develop students to respect different cultural understandings:

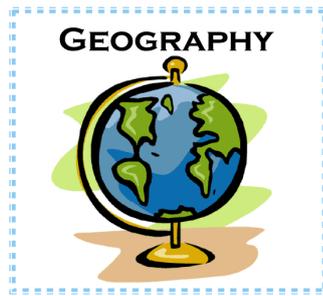
- Development of scientific ideas- KS3, KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

Christian Values links:

Justice: In these units achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term both through peer assessment and teacher feedback in student books.

Respect: Students will develop skills in listening during class discussions about various scientific theories, creating an environment of trust. Students will be encouraged to form their own opinions and respect those of others.

Courage: By listening and discussing scientists students will understand that that scientists can take a moral stand and contribute to historical or moral issues and that this requires courage. The students will develop courage by sharing their ideas in front of others.



Curriculum content for this term:

Students start the year studying the topic of population dynamics. Within this topic, students are required to both describe and explain many factors that affect population growth and decline. They will then use their knowledge of population growth to evaluate the challenges and implications of large, and overcrowding populations. This will build upon the understanding that students have gained over the past year at Charter Academy.

During Autumn 2 students study the geography of crime. They compare the differences in the quantity and types of crimes all across the UK. They will then use this information to evaluate the effectiveness of crime prevention strategies that are implemented in their neighbourhood. This topic is very interesting, as a number of different case studies are introduced to explain how crime is different and why this is the case across the different places in the UK.

SMSC links:

Autumn 1

Social: The students will be able to gain an understanding of the ways in which population may change over time and how this impacts society.

Moral: Students gain an understanding of how development in these places can play a role in the population dynamics of a particular place.

Spiritual: There are opportunities in the lessons to explore how particular regions of the world are impacted and how religion has a role to play in affecting how a population grows and dies.

Cultural: Students will be encouraged to think about how the culture of a particular area may be impacted by the population and how this may impact a whole country or continent.

Autumn 2

Social: The students will look at different social groups and how the crime of that area has an impact on their standard of living.

Moral: Students will get an opportunity to look at how crime is caused and explain why this might be the case. This will allow for empathy to develop.

Spiritual: There will be moments for the students to reflect on their own views about the world and how they relate to it. There will also be opportunities to discuss how spiritual beliefs may impact upon crime.

Cultural: Students will investigate how the physical and human geography of an area might impact on the culture of crime in a particular area.

Christian Values links:

Autumn 1

Justice: Students will be encouraged to think about how particular groups of people may have an unjust experience and why this might be the case in different countries around the world.

Courage: Students will be encouraged to think about how different groups of people or governments have shown courage in decision relating to population.

Respect: Throughout this unit of work, students will gain an understanding of the ways in which populations can be managed. This will enable students to understand how a population might be different showing respect and tolerance.

Autumn 2

Justice: Students will be able to understand how a person may be treated after committing a crime, however that forgiveness is a strong sign as well.

Courage: Students will be able to discuss how some people have had to deal with crimes in the communities.

Respect: In all lessons students will be encouraged to respect the differences between the crimes and populations that we are discussing and learning about.



Curriculum content this term:

In the autumn term, students will be studying 'Revolutions'. In this unit they will look at the American War of Independence, The French Revolution, the Haitian Rebellion and the English Civil War.

Students will begin Autumn 2 by looking at England under the rule of Cromwell and evaluate his actions both in Ireland and in England. They will study the changes in English society under Cromwell and then look at the Restoration and the Fire of London.

SMSC links:

Autumn 1

Social: Students will look at the reasons for revolutions and the resulting changes that occurred. They will look in particular at how the revolutions changed people's lives and whether or not everyone benefitted.

Moral: Students will consider the ideas of 'taxation without representation', liberty, equality and fraternity. They will be looking at the Declaration of Man and how this impacted on the outbreak of both the French Revolution and then the Haitian rebellion. Pupils will end the half term by considering the arguments for and against the execution of Charles I.

Spiritual: Students will study the Divine Right of Kings and the right of freedom of religion. In the English Civil War, pupils will compare and contrast the Catholic beliefs of Charles with the Protestant beliefs of parliament.

Cultural: Students will look at the causes of the revolutions and then study the impact of new rulers and new laws on everyday life.

Autumn 2

Social: Students will be looking at the impact of the Civil War on the people of England, and in particular how families were affected. They will also begin to consider the changes to everyday life following the execution of the King and the inception of a Lord Protector.

Moral: Students will study Cromwell's treatment of the Irish with a close look at the events at Drogheda. They will consider the idea of offering 'quarter' will also study the massacre at the Wexford Garrison.

Spiritual: Students will continue to study the conflicts between Protestants and Catholics in the 17th century and will look at the impact of Catholicism being banned in Ireland following Cromwell's invasion of Ireland.

Cultural: Students will be looking at the changes made under Cromwell, in particular, the banning of Christmas, alcohol and dancing.

Christian Values links:

Autumn 1

Justice: Students will consider the 'Rights of Man' in the three revolutions, they will start to think about the idea of paying taxes without being represented in parliament and they will study the causes and impacts of the revolutions

Respect: Students will consider how people in the 18th and 19th century were treated by the ruling classes. They will be asked to think about the way a ruler should be treated and whether or not it is right to execute a king.

Courage: Students will consider the bravery of those who stood up for their rights, even though they knew it could result in their death. They will look closely at the motivations of the men who signed Charles I death warrant and begin to understand why this was so significant.

Autumn 2

Justice: Students will study the impact of the Royalists losing the Civil War and the resulting impact of the execution of the King. They will also look closely at Cromwell's rule of England.

Respect: Students will be asked to consider the treatment of the Irish at Drogheda and the lack of respect given to them. They will also look at the Restoration and the reasons why England returned to a monarchy.

Courage: Students will consider the bravery of the Irish at Drogheda in the face of the violent actions of the English soldiers. They will also study the actions of the people of London during the fire of 1666.

Spanish



Curriculum content this term:

In this enquiry students will learn language relating to the topics of 'teenage life' and 'food and drink'. They will consolidate knowledge of previous grammar such as sentence structure and conjugating verbs in the present tense. Links will be made to previous learning (from year 7 and year 8).

SMSC links:

Being made socially and culturally aware of food and drink eaten in Spanish-speaking countries.

Christian Values links:

Justice: In this unit the objectives and assessment process will be shared with the students. Achievement will be celebrated through regular assessment and the way in which marks are achieved will also be shared so that there is transparency, fairness and integrity in our judgements.

Courage: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show respect to each other so that students feel they can speak confidently and without fear. They will also be sharing information about their own home if they choose to do so and will need to be respectful to each other about this.



Curriculum content this term:

Autumn 1: Sikhism

Students will look at how Sikhism started and the impact of the Gurus. They will then look at why it's important for Sikhs to have the living Guru. Students will learn about the formation of the Khalsa and how the five K's are important for Sikhs. They will focus on the importance of equality within the religion and learn about how Sikhism helps within society.

Autumn 2: Buddhism

Students will learn about Buddhist beliefs and the impact Buddhism can have upon society. Students will learn about the Buddha, The Eightfold Path and the Five Precepts. They will evaluate how and why suffering happens in society and what we can do to stop this.

SMSC links:

Social: The students will be involved in exploring the concept equality. They will be asked to think through possible alternatives to dealing with being treated differently.

Moral: In looking at equality students will be examining the morality that lies behind this idea and how that is manifested in our society today.

Spiritual: Students will learn about how faith has been used to help people who have not been treated fairly and reflect upon what we can do to support those who need it.

Cultural: Students will be helped to understand how today society can help others to help build community cohesion.

Christian Values links:

Justice: Justice will be discussed in relation to all topics throughout this module. Students will be particularly asked to engage with, and evaluate, the concept of 'equality and suffering.

Respect: Students will look at how 'respect' can exist within a world where we have suffering and people being treated unfairly.

Courage: Students will be encouraged to develop a sense of courage in seeing the importance of being able to help those who are persecuted.



MUSIC

Curriculum content this term:

In Autumn 1 students will study Gamelan music. They will study both Javanese and Balinese Gamelan, and learn how to use numeric notation in their composition and performing work. Students will learn the significance of the music in Indonesian tradition.

In Autumn 2 students will study Music for Special Occasions. They will listen to a variety of celebration music from different cultures, and sing traditional celebration music such as hymns and spirituals. They will do a group and individual performance of an existing piece and/or their own composition.

SMSC links:

Social: In their listening work pupils will be encouraged to reflect on the historical context of the music and how music can convey a variety of messages to a wide audience.

Moral: Students will analyse the context many musicians were composing and performing in to help understand the motivation of music and musicians. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the opinions of others in their class and as a performer of music.

Spiritual: Students will be encouraged to use imagination and creativity in their composition task, as well as a willingness to reflect on their and others work.

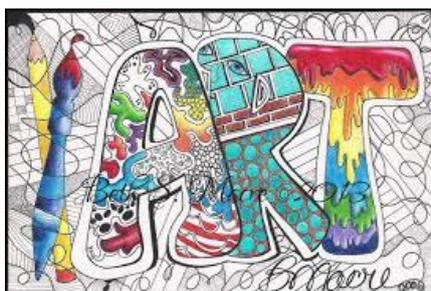
Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.

Christian Values links:

Justice: In this unit achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term.

Respect: Students will develop skills in listening during class discussions about various pieces of music, creating an environment of trust. Students will be encouraged to make comments about music and generate ideas for their own compositions.

Courage: By listening and discussing different music students will understand that musicians can take a moral stand and contribute to historical or moral issues and that this requires courage. The students will develop courage by performing in front of others.



Curriculum content this term:

Autumn 1.

In the first half of the autumn term students' continue to work on their 'portrait' project started in Year 7. Students' explore ceramics and three dimensional forms whilst producing a clay piece based on Japanese Noh Masks.

Autumn 2

In the second half of the autumn term students produce a series of designs within their sketchbooks based on street art, and the artist in residence 'My Dog Sighs' Students will gain direct inspiration from the artist, and will also explore their own ideas, creating designs to suit their local environment.

SMSC links:

The art course at Charter lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them.

Spiritual

Building confidence through developing skill sets.

Show progression to enhance self-worth.

Use of imagination and creativity in learning

Moral

Students work as a group as well as an individuals, respecting one another's views and opinions as well as each other's work and equipment.

Students appreciate how concepts and ideas are represented in works of art, craft and design.

Social

Students' work independently and collaboratively to develop artworks that express relationships between themselves and the world around them. Student discussion of a range of artists and art work, encourages and develops communication skills.

Regular group and pair work in lessons ensures that students support one another in a variety of projects in order to enhance team working skills. Students work as a group as well as an individual, respecting one another's views and opinions as well as each other's work and equipment.

Cultural

Students learn to appreciate and value other artists/crafts/techniques and approaches to basic elements of art.

Students make connections between their own creative work, ideas and opinions and the experiences of others.

Christian Values links:

Justice: Students record and explore their own ideas for personal expression and to benefit society through the classroom, home, school and local environment.

Respect: All students contribute to the safe, calm and working environment within the classroom. All students give regular peer feedback and assessment.

Courage: Group discussions, critiques and feedback encourage communication and development of ideas and understanding. Students are taught to give and receive positive criticism in order to inform ideas and decisions about their work.

- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE.
- Students react to actions and decisions made by their peers and teachers.