



Ark Charter  
Academy

**Spring Term**

**Year 8**

**Parent Information  
Booklet**

This booklet contains details of the curriculum that your child will be studying in the spring 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](mailto:l.headland@charteracademy.org.uk) if you have any other queries about the curriculum.



### **Curriculum content this term:**

In Spring term 1 and 2 students will be studying Shakespeare's *The Tempest*, building upon the students' experience of studying Shakespeare during Year 7 and acquiring key ideas and information that will have value at KS4. For example: why an aside is used. 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:** Students will be asked to consider the decisions characters make at various stages of the play which will promote an understanding of people's behaviour and its consequences. Students will develop their understanding of the historical contexts in which the play was produced; with a focus on the theme of colonialism, students will be encouraged recognise the impact colonisation had on native people.

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

**Spiritual:** Students will be encouraged to relate this studied text to the teachings of all faiths.

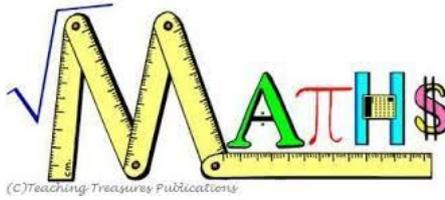
**Cultural:** Students will be studying literary heritage and the unit builds on their previous work on Dickens, Shakespeare and various classic poets from last year.

### **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:**

2D geometry:

<p>Unit 5 – Triangles, quadrilaterals and angles in parallel lines (3)</p>	<ul style="list-style-type: none"> <li>• <i>Construct a triangle from given information (sides/angles)</i></li> <li>• <i>Classify special quadrilaterals on the basis of their properties: define a parallelogram, rhombus and trapezium</i></li> <li>• <i>Construct a quadrilaterals from given information (sides/angles)</i></li> <li>• <i>Identify the different types of angles formed by parallel lines and a transversal such as corresponding angles, alternate angles and interior angles</i></li> <li>• <i>Use the various properties of angles to find unknown angles</i></li> <li>• <i>Find unknown angles in geometrical figures involving square, rectangle, parallelogram, rhombus, trapezium and triangle</i></li> </ul>
<p>Unit 6 – Length and area: parallelograms and trapezia (2)</p>	<ul style="list-style-type: none"> <li>• <i>Convert between <math>\text{cm}^2</math> and <math>\text{m}^2</math></i></li> <li>• <i>Find the area and perimeter of a figure made up of some of the following shapes: square, rectangle, triangle</i></li> <li>• <i>Find the areas of parallelograms and trapezia</i></li> <li>• <i>Find the areas and perimeters of composite plane figures</i></li> <li>• <i>Solve word problems involving area and perimeter</i></li> </ul>

Proportional Reasoning:

<p>Unit 7 – Percentage change (2)</p>	<ul style="list-style-type: none"> <li>• Use percentages greater than 100%</li> <li>• Express one quantity as a percentage of another</li> <li>• Compare two quantities by percentage</li> <li>• Increase or decrease a quantity by a given percentage</li> <li>• Understand how to compare quantities using percentages</li> <li>• Reverse percentages: find the original quantity given a part of it and its percentage</li> <li>• Reverse percentages: find the original quantity when we know its final value after the percentage increase or decrease</li> <li>• Solve problems involving percentages and reverse percentages</li> </ul>
<p>Unit 8 – Ratio and rate (3)</p>	<ul style="list-style-type: none"> <li>• Interpret <math>a : b</math> and <math>a : b : c</math>, where <math>a</math>, <math>b</math> and <math>c</math> are whole numbers</li> <li>• Compare two or more quantities by ratio</li> <li>• Understand the relationship between ratios and fractions</li> <li>• Write equivalent ratios, and find the missing term in a pair of equivalent ratios</li> <li>• Express ratios involving rational numbers in their simplest form</li> <li>• Divide a quantity in a given ratio</li> <li>• Find the whole/ one part when a whole is divided into parts in a given ratio</li> <li>• Solve word problems involving ratio</li> <li>• Use the relationship between distance, time and speed</li> <li>• Write speed in different units such as km/h, m/min, m/s and cm/s</li> <li>• Convert from one unit of speed to another (e.g. km/h to m/s)</li> <li>• Solve word problems involving speed, uniform speed and average speed</li> </ul>

**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

### Year 8 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 – Ecosystem processes: Photosynthesis, respiration & interdependence

- 1 – What is photosynthesis?
- 2 – What happens to the oxygen made by photosynthesis?
- 3 – How are leaves adapted to their function?
- 4 – How is glucose used by plants?
- 5 – RP – Testing a leaf for starch
- 6 – Plant minerals
- 7 – What is chemosynthesis?
- 8 – Aerobic respiration
- 9 – Anaerobic respiration
- 10 – Ecosystems
- 11 - EOTT

#### Chemistry – Separation techniques

- 1 – Mixtures
- 2 – Solutions
- 3 – Solubility
- 4 – Filtration
- 5 – Evaporation & distillation
- 6 – Chromatography
- 7 – RP – Chromatography
- 8 - EOTT

#### Physics – Energy

- 1 – How much energy do we get from the food we eat?
- 2 – Conservation of energy
- 3 – What is the difference between temperature and thermal energy?

- 4 – Energy transfer – Particles
- 5 – Energy transfer – Radiation
- 6 – Energy resources
- 7 – Energy & power
- 8 – Work, energy & machines
- 9 - 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

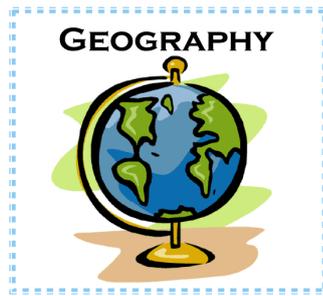
### **Christian Values links:**

**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 conflict around the world. Within this topic, students are required to both describe and explain many factors that affect conflict. They will then use their knowledge of conflicts to evaluate case studies of Congolese conflicts. This will build upon the understanding that students have gained over the past year at Charter Academy.

During Spring 2 students study 'threats to our world'. They will learn about natural hazards including tornadoes and hurricanes and analyse why these are threats to our world. They will then use this information to evaluate the impacts of the devastating hurricane Katrina. This topic is very interesting, as a number of different case studies are introduced to explain how weather threats are different and how students can link them to everyday weather all over the world.

### **SMSC links:**

#### Spring 1

**Social:** The students will be able to gain an understanding of the ways in which each conflict differs and how this impacts society.

**Moral:** Students gain an understanding of how development in these places can play a role in the threat of conflict.

**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 conflicts develop.

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

#### Spring 2

**Social:** The students will look at different countries and how weather threats will impact them.

**Moral:** Students will get an opportunity to look at different types of natural disasters, how they are 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 the aftermath of disasters.

**Cultural:** Students will investigate how the human geography of an area might impact on the culture beliefs.

### **Christian Values links:**

#### Spring 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 conflict.

**Respect:** Throughout this unit of work, students will gain an understanding of the ways in which conflict can be managed. This will enable students to understand the effects of this whilst showing respect and tolerance.

#### Spring 2

**Justice:** Students will be able to understand how a country may be treated after a natural disaster, however that forgiveness is a strong sign as well.

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

**Respect:** In all lessons students will be encouraged to respect the areas that have been devastated due to disaster that we are discussing and learning about.



### **Curriculum content this term:**

In the first Spring Term students are studying the growth of the British Empire and both its strengths and weakness'. During the latter part of the term the students will be studying the slave trade and its abolishment. Students will have the opportunity to build on their skills from the Spring term with a specific focus on developing their essay style answers.

In the second part of the term the students are going to study the industrial revolution and its impact on British life. Towards the end of the term the students will look at the causes of World War One and what life was like in the trenches.

### **SMSC links:**

#### Spring 1

**Social:** Students will look at the impact both the Empire and the Slave Trade had both on people in Britain and abroad.

**Moral:** Students will consider both the Empire and the Slave Trade from a moral point of view, they will analyse the positives and negatives of both.

**Spiritual:** Students will consider the role of religion in the campaigns to abolish slavery.

**Cultural:** Students will be looking at the cultures of the countries that became part of the Empire as well as the culture of both slaves and slave owners in America.

#### Spring 2

**Social:** Students will look at the impact of the Industrial Revolution on average British people. They will look at the impact that both the revolution and WW1 had on people.

**Moral:** Students will consider whether the improvements made by industrialisation were worth the treatment of regular people during the revolution.

**Spiritual:** Students will have a chance to discuss conscientious objectors and the role of religion in the choice to join up.

**Cultural:** Students will look at how other countries were working in the turn of the century and how this links to the start of WW1.

### **Christian Values links:**

#### Spring 1

**Justice:** Students will talk about the abolition of slavery and the rights of the American people.

**Respect:** Students will consider whether it is the role of other countries to police the rights of people in foreign places.

**Courage:** Students will consider the bravery of William Wilberforce in fighting for the abolition of the trade.

### Spring 2

**Justice:** Students will talk about the causes of WW1 and why people were fighting the war.

**Respect:** Students will consider why it is important to remember the people who gave their lives in World War One.

**Courage:** Students will discuss bravery and how it applies to people who chose to join to fight in the war.

# Spanish



## Curriculum content this term:

In this enquiry students will learn language relating to the topic of 'Holidays', largely in the context of Madrid. This unit provides an excellent opportunity for cultural knowledge, as students will gain an insight into the city of Madrid and its places of interest.

The grammatical focus is largely on the preterite tense and it will be the first time students have been exposed to this tense. All students will be able to say key verbs relating to holidays in the past tense.

A big focus of this term is developing confidence in speaking.

## SMSC links:

Being made socially and culturally aware of Spanish speaking countries, and talking about holidays in the UK and abroad.

## 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.





# MUSIC

## **Curriculum content this term:**

In **Spring 1 and 2** students will study Ground Bass. They will continue their music theory work, and begin to explore harmony and texture. They will link this to modern Dance style music and Minimalism, listening to pieces such as Timelapse by Michael Nyman, and Electric Counterpoint by Steve Reich.

## **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.

# DRAMA



## Curriculum content this term:

### Spring 1

We do our annual exploration of script work during this half term. Rather than writing their own, students will work from a script chosen by the department. 'The Unfortunate Fate of Humpty Dumpty' is the chosen script. It explores many SMSC issues to do with bullying and peer pressure so appeal to the students on many levels. They will perform extracts in small groups at the end of the half term.

### Spring 2

In Spring 2 we revisit the ideas of masks and using masks to create characters. They explore the more advanced art of Commedia and using the traditional stock characters explored in the Melodrama scheme of work and some of the rules of mask work explored in the Mask scheme of work. Commedia is a traditional style of theatre that is a must for any class room.

### **SMSC links:**

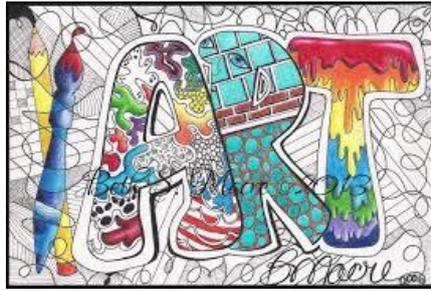
Reaching out further than the PSHE lessons, the skills covered in drama have depth and breadth in terms of SMSC. In drama pupils are able to express themselves and their ideas in a safe and encouraging environment. They are able to discuss ideas and issues that affect them on a day to day basis. It is vital to have well rounded skills in group work, empathy, compromise and collaborating ideas to develop pieces that students can be proud of as an individual and as a group.

### **Christian Values links:**

**Justice:** In this unit achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and responding to 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 rehearsing, discussion and responding skills during class discussions about various pieces of drama, creating an environment of trust. Students will be encouraged to make comments about drama and generate ideas for their own performances.

**Courage:** By watching and discussing different pieces of drama students will understand that that actors 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:**

#### Spring 1.

In the first half of the spring term students' continue to work on their 'Street Art' project started in the second half of the autumn term. Students' research and explore the techniques of local street artists, as well as Banksy to experiment with materials and refine ideas.

#### Spring 2

In the second half of the spring term students develop and refine personal designs for their school environment whilst working together and alongside a local street artist. Their designs will then be realised around the school with students contributing to a series of outdoor murals.

### **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.

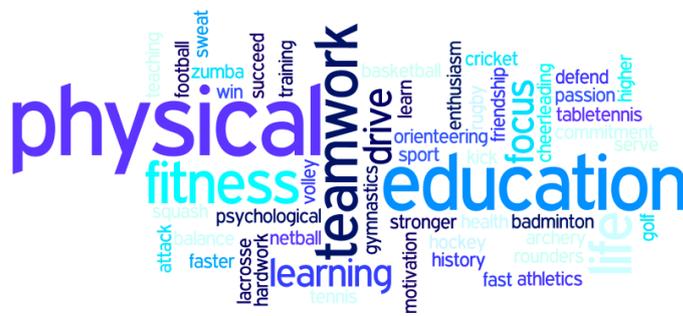
**Christian Values links:**

**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.





## Curriculum

### content this term:

Throughout the Spring terms, students will be completing modules on gymnastics, swimming and touch rugby. Students will spend up to 7 weeks on each activity learning and practising skills and refining performance.

There will also be 2 lessons every term which will focus on the theory of PE. These lessons will give students a greater understanding of the sport that they are learning about and give opportunities to give an insight into what GCSE PE looks like.

### SMSC links:

#### Spiritual –

- Develop their capacity for critical and independent thought
- Sustain their self-esteem in the learning experience

#### Moral -

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others

#### Social -

- Develop their compassion for others in society

#### Cultural –

- Interact with different cultures/lifestyles and explore their advantages and disadvantages

### Christian Values links:

#### Respect –

- Be respectful of teammates and opposition
- Listen to all team members
- Listen and respect referee decisions
- Sportsmanship – Fair Play
- Take care of one's health and know your limits
- Be supportive of others

#### Courage –

- Trying new sports
- Attempting all tasks
- 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.