



Ark Charter
Academy

Summer 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 Summer 1 students will be studying *Animal Farm* by George Orwell, which is the first modern text they have studied this year. Pupils will develop their reading with a focus on evaluating the writer's purpose and message by looking at the impact of the speeches on the animals. They will also explore the concept of an allegory and will demonstrate their mastery of the key features of an allegory.

In Summer 2 pupils will complete a poetry unit which consolidates and builds on students' knowledge of poetry from Year 7. The unit introduces some of the 'writers' methods' students will need to know in KS4, such as extended metaphor, personification and imagery. It briefly introduces the context of well-known poets, both heritage and contemporary, whilst engaging pupils through the theme of otherworldly poems which evoke a sense of mystery, myth or fear.

Poems covered:

- 'Hope is the thing with feathers', Emily Dickinson (1830 – 1886)
- 'For Forest', Grace Nichols (1950 -)
- 'The Kraken', Lord Tennyson (1809 – 1892)
- 'The Grauballe Man' (extract), Seamus Heaney (1939 – 2013)
- 'The Grauballe Man' (extract), Seamus Heaney (1939 – 2013)
- 'A Poison Tree', William Blake (1757 - 1827)
- 'Echo and Narcissus' (extract), Ted Hughes (1930 – 1998)

SMSC links:

Social: When studying *Animal Farm* pupils will be encouraged to reflect on the impact of leadership, democracy, tolerance and decision making alongside more specialised topics such as the separation of the executive from the judiciary.

Moral: Students will analyse the dilemmas many characters face in Animal Farm and the collection of poems. They will explore the motivations of particular characters and certain moral issues both verbally and in their writing.

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

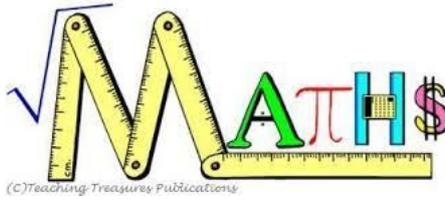
Cultural: Students will be studying literary heritage poems and the unit develops students' cultural capital, introducing myths and legends, and builds on work on Ovid from last year.

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 their study of a modern novel students will recognise that taking a moral stand or tackling a challenge will require courage



Curriculum content this term:

3D Geometry including:

Use of significant figures and estimation

Circumference and area of circles

Visualise and identify 3D shapes and their nets

Volume of cuboid, prism, cylinder, composite solids

Surface area

Statistics including:

Collect and organise data including surveys

Interpret and compare statistical representations

Mean, median and mode averages

The range and outliers

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:

Adaptation, distribution, Natural selection, extinction, inheritance & Variation	Summer 2	How can you measure the distribution of an organism?
		Required practical - Investigating the distribution of a plant
		Natural selection
		Extinction
		End of topic test

Atmosphere, rocks, rock cycle, C-Cycle, recycling & climate change	Summer 2 Taught but not assessed in summer assessments	The Earth and its atmosphere
		How do sedimentary rocks form?
		How do igneous & metamorphic rocks form?
		The rock cycle
		Required practical - Modelling the rock cycle
		The carbon cycle
		Climate change
		Recycling - Why is it important?
		End of topic test

Reactions of metals and non-metals, extraction of metals, ceramics, polymers & composites	Spring 2	Reactions of metals and acid
		Reactions of metals and oxygen
		Reactions of metal and water
		Displacement reactions
		The extraction of metals
		The reactivity series
		Required practical - Investigate reactivity of metals
		Polymers
		Composites
		End of topic test

graphs, pressure in solids,	Summer 2	How can we work out how fast something is moving?
		What effect do forces have on moving objects?

		Motion graphs - Distance / time graphs
		Motion graphs - Velocity / time graphs
		Required practical - Calculate average speed
		Pressure in gases
		Pressure in liquids
		Pressure on solids
		Turning forces
		End of topic test

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 understanding:

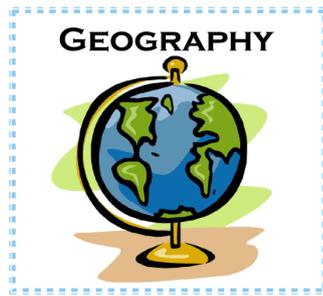
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

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:

During Summer 1, students will be studying rivers and coasts. For the rivers section of this unit, students will gain an understanding of the water cycle and drainage basins of rivers and the landscapes and landforms created by river processes. For the coasts section of the unit, students will gain an understanding of the processes which affect the coast and their impacts on both the physical and human environment. Both sections of the unit will give pupils an understanding of the hazards associated with rivers and coasts as well as the ways rivers and coasts can be managed by people and the potential impacts this might have both the environment and people in the surrounding areas.

During Summer 2, students will be studying development. Students will start by looking at what development means and how we measure it in countries. We will use case studies to investigate how and why development happens at a different rate in different areas. We will discuss the impact that this division causes on the people living in these areas as well as the economy and infrastructure of the country. Students should start to understand our impact on other countries and what measures have been put in to place to combat this.

SMSC links:

Summer 1

Social: The students will be able to gain an understanding of the ways that flooding and the process of erosion along rivers and at the coast affects people, as well as the ways that people can manage rivers and coasts.

Moral: Students will get an opportunity to explore the morality of issues surrounding coastal and river management and their impacts on the surrounding human and physical environments.

Spiritual: There are opportunities in the lessons to explore how particular regions of the world are considered sacred and how our actions as consumers, impacts other cultures and traditions.

Cultural: Students will be encouraged to think about how the culture of a particular area may be affected by its proximity to a river or the sea and the impacts this has on the people who live in these areas.

Summer 2

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

Moral: Students will discuss the way that Western Countries contribute to the development of others in both a positive and negative way. They will discuss the rights and wrongs of this, particularly when we discuss fairtrade.

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 development.

Cultural: Students will investigate how the physical geography around you has an impact on your day to day life and how this can lead to different traditions and ideas about development.

Christian Values links:

Summer 1

Justice: Students will be encouraged to think about different strategies to manage the potential problems caused by the physical processes at rivers and coasts. Students will think about the ways their decisions or the decisions of local or national governments may have on the people who live in areas at risk from flooding or erosion by rivers or the sea.

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

Respect: Throughout this unit of work, students will gain an understanding of the energy and power exerted by rivers and the sea and their effects on people and the environment, which will enable them to gain a respect for the world in which they live.

Summer 2

Christian Values:

Justice: When discussing fair-trade and the role of colonisation on development students will be able to see a sense of injustice and what is being done globally to redress this.

Courage: Students will be able to discuss how some people have had to show strength in difficult times due to geographical events such as drought.

Respect: In all lessons students will be encouraged to respect the differences between the cultures we are discussing. They will, through case studies, be able to get a wider understanding about why some countries work the way that they do



Curriculum content this term:

In the summer term, students will be completing their study of abolition and begin to evaluate the reasons why the Slave Trade came to an end. They will be looking in particular at the work of abolitionists such as Equiano and Wilberforce. Following this, students will begin a study of Civil Rights in America. They will look at concepts such as segregation and the causes and consequences of events including the Montgomery Bus Boycott and Little Rock. They will complete this unit by considering the actions of Martin Luther King in achieving civil rights for black Americans.

Students will begin Summer 2 by completing their study of the American Civil Rights Movement by looking at the actions and achievements of Martin Luther King. They will then begin revision for their end of year exams and will sit an assessment on an aspect of the British Empire. After the exams, students will look briefly at the causes of the First World War, recruitment and conscientious objectors and the Suffragettes.

SMSC links:

Summer 1

Social: Students will study the inequalities of American society from the 18th to 20th centuries

Moral: Students will be asked to consider the impact of slavery and then of segregation on Black Americans.

Spiritual: Students will consider the impact of forcing people to change religion and consider the role of Christianity in shaping the actions of Martin Luther King.

Cultural: Students will be looking at society in the southern states of America and the differences between the treatment of black and white Americans and in particular how this was enforced with the Jim Crow Laws. Students will also start to consider how and why young white Americans joined the fight for civil rights.

Summer 2

Social: Students look at the way in which British society pulled together during WW1 and how the country was gripped by 'war fever'.

Moral: Students study the ways in which men were recruited for war and consider the moral implications of conscription.

Cultural: Students will be asked to consider how Britain changed following WW1 and the impact that the loss of so many lives had on the composition of towns and villages throughout the country.

Christian Values links:

Summer 1

Justice: Students will be looking in depth at how different groups of people fought against slavery and then for civil rights in America. They will consider the reasons why the Slave Trade was abolished and learn how and why black Americans had gained their civil rights by 1964.

Respect: Students will consider the idea of equality and humanity. They will look at the ways in which slaves were treated on plantations in the Deep South and then they will look at the reactions of society, and in particular law enforcement, towards the actions of Rosa Parks and Martin Luther King.

Courage: Students will consider the courage needed for slaves to resist slavery, even at the risk of horrific punishments and the courage needed to go against the establishment in order to end the Slave Trade. Students will also look at Rosa Parks and Martin Luther King and learn how their bravery, and that of others like them, won the battle for civil rights

Summer 2

Respect: Students are asked to be considerate of those whose beliefs differ from their own and remember those who fought and died in the First World War. They will also look at the actions of women during WW1 and see how this was directly linked to their gaining of the vote in 1918.

Courage: Students consider the courage and conviction of conscientious objectors who stood up for their beliefs, even though this meant that they were hated by society. Students also consider the actions of the Suffragettes in being brave enough to put their lives on the line in order to get the right to vote.

Justice: Students study the actions of the Suffragettes during WW1 and their subsequent gaining of the vote. Students also look at the punishments given to conscientious objectors and consider whether or not these were in fact just.

Spanish



Curriculum content this term:

In this enquiry students will learn language relating to House and Home. They will consolidate knowledge of previous grammar such as adjectives, comparatives, negatives, prepositions and verbs in three tenses (present, preterite and future). Links will be made to previous learning (from year 7 and year 8).

SMSC links:

Being made socially and culturally aware of different types of home around the UK and in Spanish-speaking countries and being able to describe their homes without judgement.

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.

Social: The students will be involved in exploring the challenges facing the environment and how we might respond to those challenges.

Moral: The concepts of stewardship and dominion will help and challenge the students in forming their views about humankind should relate to the environment.

Spiritual: Students will learn about how Christianity and the other major world faiths see the relationship between humanity and creation and be challenged to think through how they might learn from these world views.

Cultural: Students will be helped to understand how our lifestyles impact upon the world and its future sustainability.

Christian Values links:

Summer 1

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 'Just' War.

Respect: Students will look at how 'respect' can exist within a climate of escalating violence.

Courage: Students will be encouraged to develop a sense of courage in seeing the importance of being able to voice unpopular opinions.

Summer 2

Justice: Justice will be discussed in relation to how we treat the planet, the other living parts of creation and future generations yet to come.

Respect: Students will look at how 'respect' can be understood in how we live our lives and use resources.

Courage: Students will be encouraged to develop a sense of courage in making choices that can be seen as sacrificial.



MUSIC

Curriculum content this term:

In Summer 1 students will study film music. They will listen to a variety of film music such as Jurassic Park, Star Wars, Batman, The Kings Speech, Psycho and Harry Potter. Student will be encouraged to develop their appraising responses to a higher level by identifying compositional techniques that composers use, to play a piece of film music and to compose a piece of their own film music.

In Summer 2 students will study song writing. They will listen and appraise the structure of a variety of appropriate songs by artists such as John Legend, Michael Jackson, Adele, Emile Sande and The Beatles. This unit will highlight some of the composing techniques students will need to know in KS4, such as chord sequences, writing a melody and using a hook.

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:

Summer 1

Issue based theatre. Creating Theatre in Education pieces on relevant social subjects that are also reviewed in PSHE style lessons across the year. Subject include bullying, anti-smoking, online safety.

Summer 2

Devised piece around a stimulus – this is to introduce pupils to the style of work done at GCSE with a play based on a picture or quote. TBC what stimulus is used.

SMSC links:

Summer 1

Reaching out further than the PSHE lessons, this scheme of work not just encourages pupils to discuss the issues faced by today's youth, but present role play and theatre that is set to educate and inform about the moral and social dangers faced by today's kids.

Summer 2

Group work based around the devising process. Emphasis on creative group work and collaborating ideas.

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 listening, 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 listening 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:

In the summer term students' work on a graphic and street art project where they explore lettering. Students create three dimensional card letters and clay reliefs in response to the work of Robert Indiana. Students are encouraged to use their imagination and creativity to produce a series of designs within their sketchbooks based on street art, transferring two-dimensional design into card sculptures and clay reliefs.

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.



CATERING

Curriculum content this term:

The Food Technology course will enable students to learn how to cook a range of predominately savoury dishes safely and hygienically. The recipes are designed so that pupils acquire further skills and techniques in food preparation, with greater emphasis placed on finishing techniques for food presentation. The students will apply their knowledge of nutrition and healthy eating, consider the factors that affect food choice and availability and continue to develop an understanding of where their food comes from. Also, students will apply high standards of food hygiene and safety in their practical lessons.

In the first half of the summer term, year 8 students are taught the importance of food hygiene and food poisoning when cooking meat and design a variety of products including their own pizza.

Theory:

- L1: Food Hygiene, Food poisoning
- L2: Cooking with meat- methods of cooking
- L3: Culinary terms and presenting food

Practical:

- L1: Chicken Fajitas- Knife skills, vegetable prep, ingredients used to flavour.
- L1: Cheese cake- Creaming method
- L3: Own design pizza – choose own ingredients, make dough, bake pizza

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 –

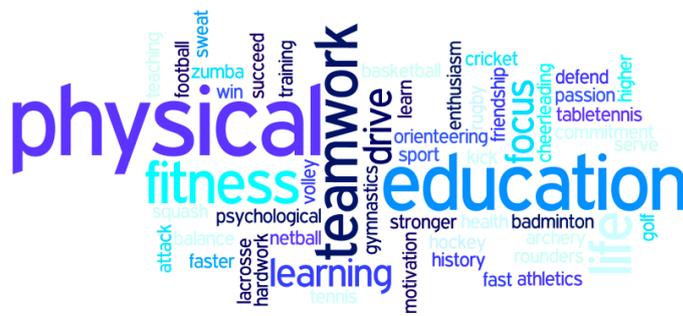
- Interact with different cultures/lifestyles and explore their advantages and disadvantages

Christian Values links:

Justice: During 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 exam questions and key topics within Catering, creating an environment of trust, for ideas to be expressed and received with compassion.

Courage: Students are required to be courageous at numerous points in Catering. There will be opportunities to present to others as well as demonstrate leadership skills during a variety of group activities.



Curriculum content this term:

Throughout summer 1, students in year 8 will be focusing on athletics and the practising skills that make up the running, jumping and throwing events. They will also complete their final set of fitness tests which track their progress across a number of components of fitness throughout the year. In summer 2, students will be completing a module on tennis. This looks at the skills of ground strokes, volleying and serving and how to implement these skills into competitive situations.

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.