



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](mailto:l.headland@charteracademy.org.uk) if you have any other queries about the curriculum.



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

Throughout 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.

During 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.

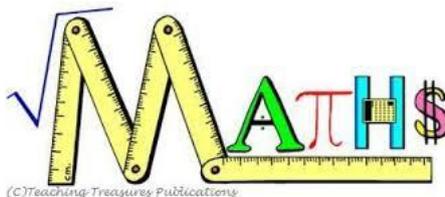
**Cultural:** Students will be studying literary heritage poems and the unit develops students' cultural capital, introducing myths and legends, and builds on work on Ovid from last year.

#### **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 covered this term:**

3D geometry:

<p><b>Unit 9</b>  <b>Rounding, significant figures and estimation</b>          (1 week)</p>	<p>Within this week's unit, students will learn to:</p> <ul style="list-style-type: none"> <li>• Round off a number to a required number of decimal places</li> <li>• Round off a number to a required number of significant figures</li> <li>• Estimate the answer to a given problem</li> <li>• Identify rounding and truncation errors</li> </ul> <p>With the focus on rounding and estimation, students should be encouraged to see why these might be useful tools for giving answers and for checking answers worked out using written methods or on a calculator are reasonable. Calculators can be used within the rounding tasks to check the accuracy of the approximation, but should not be used in place of written or mental methods where these might be more appropriate. There are plenty of opportunities for reinforcing this in the following three units.</p>
<p><b>Unit 10</b>  <b>Circumference and area of a circle</b>          (2 weeks)</p>	<p>Within this fortnight's unit, students will learn to:</p> <ul style="list-style-type: none"> <li>• Use formulae to calculate the area and circumference of a circle</li> <li>• Find the area and perimeter of             <ul style="list-style-type: none"> <li>• * semicircle (half circle)</li> <li>• * quarter circle</li> </ul> </li> <li>• Solve word problems involving area and perimeter</li> </ul> <p>Introducing pi by discovering the connection between the circumference of a circle and its diameter links well with the previous unit on ratio. Investigating how this ratio holds true for all circles no matter what their size could prove an interesting discussion point, particularly when thinking about lengths of other shapes compared to their perimeters. Time in this unit should focus on discovering and proving the formulae for the circumference and area of a circle, whilst linking to work on formulae, measure, ratio and approximation from earlier in the year.</p>

<p><b>Unit 11</b> <b>3D shapes and their nets</b> (1 week)</p>	<p>Within this week's unit, students will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise nets of 3D shapes</li> <li>• Build and name 3D shapes</li> </ul> <p>Students may need to revisit the names and properties of 2D shapes before working on their 3D counterparts. Time should be spent building and breaking down 3D shapes, both with blocks and as nets, to fully understand the properties of these shapes and aid students as they progress onto finding volume and surface area.</p>
<p><b>Unit 12</b> <b>Surface area and volume of cuboid, prism, cylinder, composite solids</b> (2 weeks)</p>	<p>Within this fortnight's unit, students will learn to:</p> <ul style="list-style-type: none"> <li>• Find the volumes of cubes and cuboids</li> <li>• Find the volumes of prisms and cylinders</li> <li>• Find the volumes of composite solids</li> <li>• Explore the surface area of cubes, cuboids, cylinders other prisms and composite solids</li> <li>• Convert between <math>\text{cm}^3</math> and <math>\text{m}^3</math></li> </ul> <p>The primary focus for this unit is on developing an understanding of volume and use of formulae within this context. Although surface area is not covered in depth in this unit, students are expected to understand the concept of surface area; they will have work with this idea in the Y9 Autumn Term project. For instance, when creating shapes with the same volume, they need to be able to explain how the shapes differ - this may be through different numbers of faces, vertices and edges or differing surface areas. At this stage, they are not expected to abstractly determine the surface area of a prism given its dimensions.</p>

Statistics:

<p><b>Unit 13</b> <b>Statistics</b> (1 week)</p>	<p>Within this week's unit, students will learn to:</p> <ul style="list-style-type: none"> <li>• Collect, classify and tabulate data using data collection methods such as <ul style="list-style-type: none"> <li>○ Taking measurements</li> <li>○ Conducting surveys</li> <li>○ Using questionnaires</li> <li>○ Collating and classifying data</li> </ul> </li> <li>• Informally appreciate the role of bias when selecting a sample</li> <li>• Read, construct and interpret <ul style="list-style-type: none"> <li>○ Tally charts</li> <li>○ Two way tables</li> <li>○ Bar graphs</li> <li>○ Pie charts</li> </ul> </li> <li>• Compare different forms of statistical representation</li> <li>• Solve problems using information presented in tables and graphs</li> <li>• Explore the mean, median and mode</li> <li>• Use the range for comparing data sets</li> </ul>
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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:

#### Biology – Evolution & adaptation

- 1 – Competition & adaptation
- 2 – Adapting to change
- 3 – Variation
- 4 – Continuous & discontinuous
- 5 – RP – Investigating plant distribution
- 6 – Inheritance
- 7 – Mastery 1
- 8 – Natural selection
- 9 – Mastery 2
- 10 – EOTT

#### Chemistry 1 – Metals & acids

- 1 – Reactions of metals & acids
- 2 – Reactions of metals & oxygen
- 3 – Reactions of metals & water
- 4 – Displacement reactions
- 5 – The extraction of metals
- 6 – The reactivity series
- 7 – RP – Investigate the reactivity of metals
- 8 – Polymers
- 9 – Composites
- 10 – RP Neutralisation
- 11 – EOTT

#### Chemistry 2 – The Earth (Atmosphere & rocks)

- 1 – The Earth & its atmosphere
- 2 – How do sedimentary rocks form
- 3 – How do igneous & metamorphic rocks form
- 4 – The rock cycle
- 5 – RP – Modelling the rock cycle
- 6 – The Carbon Cycle
- 7 – Climate change
- 8 – Recycling – Why is it important?
- 9 – EOTT

#### Physics – Motion & pressure

- 1 – How can we work out how fast something is moving?
- 2 – What effect do forces have on moving objects
- 3 – Motion graphs – Distance / time
- 4 – Motion graphs – Velocity / time
- 5 – RP – Calculate the average speed of an object
- 6 – Hydraulic systems (H tier only – Sets A1 & B1)
- 7 – Pressure in gases
- 8 – Pressure in liquids
- 9 – Pressure on solids
- 10 – Turning forces
- 11 - 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 understanding:

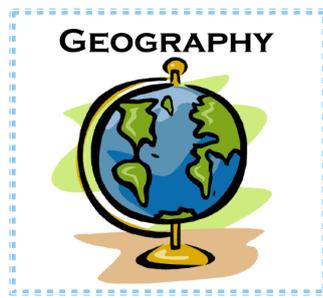
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

### **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:**

Students start the summer term by studying the topic of coasts and coastal management. Within this topic, students are required to both describe and explain many processes that occur to shape the coast e.g. erosion, transportation and deposition. They will also learn about the formation of features such as caves, spits and beaches. They will then use their knowledge of these processes to evaluate coastal management strategies. During Summer 2 students will begin to learn about development. In this topic students will learn about the varying levels of development across the world and begin to consider the impacts of this in the daily lives of the people. Students will complete a case study on an LEDC and then begin to see how the development gap is being tackled. They will also start to assess the impacts of top-down and bottom-up development strategies.

### **SMSC links:**

**Social:** The students will be able to gain an understanding of the ways in which human activities have impacted the coast. They will also consider the impacts of development on the daily lives of people in less economically developed countries.

**Moral:** Students gain an understanding of how development in these places can play a role in well-being of the local people

**Spiritual:** There are opportunities in the lessons to explore how particular regions of the world are impacted by development and consider how this affects quality of life.

**Cultural:** Students will be encouraged to think about how the development of a particular area may impact local communities and cultures.

### **Christian Values links:**

**Justice:** Students will be encouraged to think about how particular groups of people may have an unjust experience of development 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 decisions relating to development

**Respect:** Throughout this unit of work, students will gain an understanding of the ways in which the coasts can be managed. This will enable students to understand the effects of coastal management whilst showing respect to the natural environment.



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

In the first Summer Term students are studying the growth of the Civil Rights Movement and both its strengths and weakness'. During the latter part of the term the students will be studying indigenous people of native countries and moreover, apartheid 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.

### **SMSC links:**

#### Summer 1

**Social:** Students will study the inequalities of American society from the 18<sup>th</sup> to 20<sup>th</sup> 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 will look at the impact of apartheid and how Nelson Mandela was a driving force for these laws being abolished.

**Moral:** Students will consider how the indigenous people of native countries were treated and whether their beliefs were treated with respect

**Spiritual:** Students will have a chance to discuss indigenous people and how their role of religion impact their views.

**Cultural:** Students will look at how people working together helped abolish apartheid and the effects of this.

### **Christian Values links:**

#### Summer 1

**Justice:** Students will talk about the abolition of apartheid and Jim Crow Laws 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 Nelson Mandela in fighting for the abolition of Apartheid.

### Summer 2

**Justice:** Students will talk about the indigenous people and their beliefs and rights

**Respect:** Students will consider why it is important to remember the people who gave their lives in the struggle for Civil Rights.

**Courage:** Students will discuss bravery and how it applies to people who chose to join to fight for Civil Rights and Apartheid.

# Spanish



## Curriculum content this term:

In the summer term we will continue to focus on grammar of the Spanish language. Students will learn to use verbs confidently in the present, past and future tenses, and apply this knowledge across topics. This is a very important skill that students will build upon as they continue studying Spanish, which will allow them to manipulate the language creatively.

Topics learnt during the summer term will include:

- Arranging to go out with friends
- Where I live
  - My house
  - My town
  - Asking for and giving directions

## SMSC links:

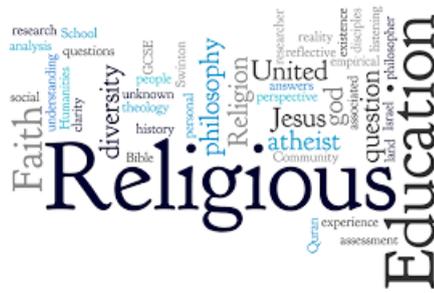
Being made socially and culturally aware of Spanish speaking countries, and talking about holidays in the UK and abroad.

## 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.



## Curriculum content this term:

### Year 8: Summer 1: The Environment

Students will look at how we have changed the environment to better serve our needs, what this says about our relationship with the environment and what this means in terms of 'climate change'. Students move on to investigate the teachings of Christianity and other world faiths regarding the relationship between humankind and the environment and how this should form our response to the dangers threatening the planet. We go on to explore the concepts of 'dominion' and 'stewardship', ending with asking the questions of whether we should regard 'creation' as 'sacred' and 'what can we do in the face of these environmental challenges?'

#### **SMSC:**

**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:**

**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.

### Year 8: Summer 2: Religion and conflict

Students will look at why nations go to war and the question of whether going to war can be morally right. This will involve looking at Just War theory, pacifism, and Holy Wars and Crusades. Students will then move on to look at, and evaluate, the work of Simon Wiesenthal in bringing Nazis and those involved in perpetrating the Holocaust to justice

**SMSC:**

**Social:** The students will be involved in exploring the concepts of war and peace. They will be asked to think through possible alternatives to dealing with confrontation then resorting to violence.

**Moral:** In looking at war and peace, pacifism and the concept of 'war crimes' students will be examining the morality that lies behind these ideas and how that is manifested in our society today especially in the light of non-state actors and post the Iraq War.

**Spiritual:** Students will learn about how faith has been used to legitimise war and violence, how that has changed to a great extent in the modern world and how God can be brought into our present violent struggles in a positive and constructive manner.

**Cultural:** Students will be helped to understand how today's wars and violent conflicts impact our society, how they can voice an informed opinion and work to help build community cohesion.

**Christian Values:**

**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.



# MUSIC

## Curriculum content this term:

In **Summer 1** students will study Blues, and will learn how to play a Walking Bassline and the 12 Bar Blues chord sequence on the keyboard. They will learn about the social and historical context of Blues and how this genre evolved into many well known genres that remain popular today such as Jazz and R&B.

In **Summer 2** students will study Film Music, and will learn how to manipulate and change the Elements of Music in order to create a particular atmosphere. Students will experiment with sound, and learn compositional techniques such as ostinato, drone, major/minor and dissonance.

## 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.



## **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**

An introduction to GCSE style lessons with a scheme of work devising from stimulus. These are all stimuli that have been used by the Eduqas exam board in previous years for students to create their Component 1 Devised Performance. This will culminate in the assessed piece of drama for the end of year.

### **SMSC links:**

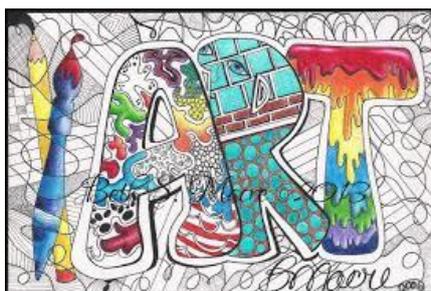
Reaching out further than the PSHE lessons, the skills covered in drama have depth and breadth in terms of SMSC. In drama pupils are able to express themselves and their ideas in a safe and encouraging environment. They are able to discuss ideas and issues that affect them on a day to day basis. It is 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:**

### Summer 1.

In the first half of the summer term Year 8 students' complete their 'Street Art' project, realising and painting their mural designs onto the school fence panels around the school playground. Students also continue to work into their handmade sketchbooks, creating designs and copies of other Street artists like Banksy and My Dog Sighs.

### Summer 2

In the second half of the summer term students work on a graphics project studying lettering and illustration. Students explore the artists Robert Indiana and Si Scott when creating design ideas for a three dimensional cardboard letter that they make and take home. Students considering Art GCSE can also participate in a taster lesson where they begin working on their Year 9 Art topic 'Food'.

### **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.

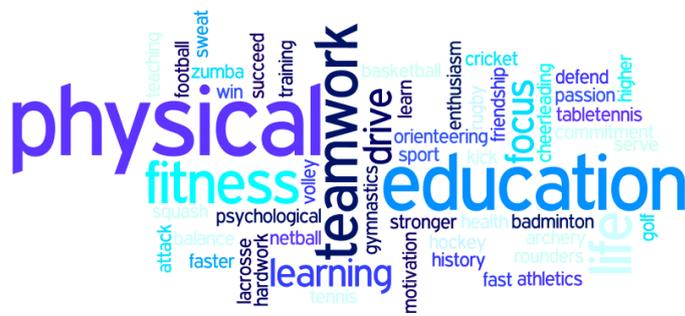
### **Christian Values links:**

**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 summer 1, students in year 8 will be focusing on athletics and the practising of skills that make up the running, jumping and throwing events. In summer 2, students will be completing a module on striking and fielding which looks at the generic skills of batting and fielding and how to transfer these across different games such as rounders and cricket.

### **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.