

Y8

Curriculum Booklet

2017-2018



Last updated September 2017

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Art

Overview:

The KAA Art department will prepare you for future success, whether this be academic, economic or in your personal and social lives. You will have a deep understand of how to become an artist. Our students will feel prepared to enjoy challenging real life situations, and be able to meet them calmly, creativity and confidently. In the Art department we are proud to be able to offer you a broad curriculum with a strong emphasis placed upon contemporary art. You will be given the opportunity to study Fine Art, 3D, Photography and Printing. It will be challenging, inspiring, and will enable everyone to achieve their full potential and much more. We believe learning is a collaborative process, and that we all learn best when we learn together; teachers included!

The endorsements you will be learning during Key Stage 3 are;

Year	Autumn Term	Spring	Summer
7	Fine art and sketchbook (colour)	3D (clay)	Printing
8	Fine art (portraits)	3D (clay)	Fine art (architecture)
9	Printmaking (textile design)	Fine art (still life drawing)	3D (clay) and Fine art (mini GCSE projects)

*Each term will also include an element of Critical and Contextual Studies, and Fine Art if not specified

Fertile questions will lead each unit of work and ensure every student 'thinks like an artist.'

Students will learn and understand how to record, explore, refine and present. Students will build on existing skills to support their learning towards GCSE and A level, and prepare for real life situations. At KAA we believe every student will be proud to always be creative, to keep questioning long after the lesson has taken place and gain a passion for the Arts. The fertile questions you will be considering in Year 8 are;

Year	Term	Fertile Question
8	Autumn	What can you see in your reflection?
8	Spring	Does a bowl have to hold water?
8	Summer	What can you build with a line?

Assessment:

Students will sit a 55 minute practical assessment during assessment week, to create a realisation (final piece) on a chosen theme (the fertile question). This final piece will demonstrate the skills and knowledge they have gained over the term.

Homework:

Year 8 Art students will produce one thirty minute homework per week. During the autumn term students will be issued with an A4 sketchbook, they must complete their homework in this sketchbook unless otherwise instructed. Remember homework is your time to show off all the skills and knowledge that you now know. It gives your Art teacher a chance to ensure you have understood the topic currently being studied, and also gives you an opportunity to get feedback on work that you have completed independently. Homework is always uploaded to the Art section of KAA Online.

Just a reminder of some handy tips to consider when completing homework;

- If you have looked at an artist, always add the artist's name and if possible a title of their work and the date. It can be displayed for example as; Artist Name, 'Title of artwork,' (date it was made)
- Avoid too much white paper, unless this is part of your composition and has been considered
- Name your work, it can be informative and give an insight into your thoughts
- Be careful when using felt tip pens, ensure you use them carefully and sensitively. Avoid highlighter pens, colouring pencils are generally far more effective.
- Where possible fill the page

- Before submitting, always check your work thoroughly and ensure it has been completed to the highest standard

Useful ART Resources:

London gallery websites and visits, including:

- tate.org.uk
- saatchigallery.com
- npg.org.uk
- thephotographersgallery.org.uk
- vam.ac.uk
- wellcomecollection.org
- wallacecollection.org

The Art Book; A reference book that contains thousands of examples of art work.

Computer Science

Overview:

The computer science scheme of work has been carefully created by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Can being S.M.A.R.T. keep you safe online?' students will learn the concepts of safety and security while using the Internet.

The six main topics which are covered in the computer science curriculum are Communication Networks, Algorithms, Programming and Development, Hardware and Processing, Data and Data Representation and Finally Information Technology. Through these, students will develop computational thinking skills needed for GCSE and A-Level, such as, algorithmic thinking, evaluation, decomposition, abstraction, and generalisation, the building block so of computational thinking.

Term	Focus
Autumn 1	Computer Hardware Basics Fertile Question: Is a hard drive heavier when it is empty or full?
Autumn 2	Computer Hardware and Software Fertile Question: Is a hard drive heavier when it is empty or full?
Spring 1	Coding, programming languages, in Python, Logo or Scratch Fertile Question: How can scratching a snake control a computer?
Spring 2	Coding, programming languages, in Python, Logo or Scratch part 2 Fertile Question: How can scratching a snake control a computer?
Summer 1	Data and Data Representation Fertile Question: How can you paint and play music with ones and zeros?
Summer 2	Data and Data Representation Fertile Question: How can you paint and play music with ones and zeros?

Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions, leading onto longer responses. The assessments will be done on computer, so computer proficiency is vital. Main assessments will be termly and the results of these will be reported. However, mini, half termly assessments will still occur, to check that students are on track.

Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in. All homework should be done on computer, and should not be printed out unless specifically stated. This is so a culture of appropriate computer use is developed among all students. All details of homework will be available on their computer science workbooks for which every student will have a login - this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

Useful Resources:

- The science area at **KAA Online**
- **KS3 BBC Bitesize** - Science (www.bbc.co.uk/bitesize/ks3/science/) – KS3 Science learning resources for children & parents organised by topic
- **CGP KS3 Science Study Guide** (ISBN: 978 1 84146 230 1) - Every topic is explained with clear, friendly notes, diagrams and examples, and there are practice questions on most pages to test the crucial skills

Dance

Overview:

The Dance curriculum at KAA provides students with an outstanding Dance education, with a focus on developing students' practical and theoretical skills in the subject through the three components of choreography, performance and appreciation. We believe that a deep understanding of these concepts are essential in order to achieve excellence in GCSE and A-Level Dance as well as develop confident and enthusiastic Dance students who have a passion for the subject.

The department provides opportunities for students to develop as choreographers, performers and dance critics to a level which will allow them to study the subject at University or follow a career into the dance profession. The curriculum has been designed, and is structured around a series of 'fertile questions' which are explored over a period of lessons culminating in an assessment at the end of each term.

In Year 8 students start by developing their choreographic skills through stimulus work and their understanding of motif and motif development. They also look at Musicals focusing on Hairspray, Aladdin and Matilda; as well as appreciation of professional dance works in the Summer Term.

Term by Term:

	Fertile Question	Focus	Assessment
Autumn	Is Dance only interesting when you have costume, set and lighting?	During the exploration of this fertile question students will look at what a motif is and how it can be developed using a range of motif developments and choreographic devices. Students will develop their knowledge of a range of different motif developments and choreographic devices. Students will develop their understanding of what choreography is and how to choreograph a dance using a stimulus, creating and developing motifs to show this.	Students will be required to show a final performance of a piece of choreography created using the stimulus of 'Fireworks'.
Spring	Is a Musical as entertaining as a film?	During the exploration of this fertile question students will gain an understanding and appreciation of a range of Musicals which have been adapted from films. Students will look at how a story can be told through a Musical and how the story has been adapted from film each style through learning movement sequences from each Musical. Students will develop performance skills from each Musical focusing on how to adapt their performance based on the story they are telling.	Students will be required to show a final performance of one of the Musicals they have learnt this term (Hairspray/Aladdin/Matilda)
Summer	Is control power?	During this exploration of the fertile question students will be introduced to the professional choreographer 'Christopher Bruce' and appreciate his work 'Swansong.' Students will build and develop their appreciative skills through watching and analysing the work as well as exploring it practically. Students will develop their performance and choreographic skills through learning repertoire and creating their own versions of the Prisoner/Guard scene.	Students will be required to show a final performance of choreography and repertoire based on Christopher Bruce's 'Swansong' Students will sit an end of year written exam

Homework:

Students are not set homework on a formal basis in dance although homework can be set occasionally at the discretion of the teacher. As dancers, we are always looking to further develop and improve our performance skills, and we encourage all students to rehearse outside of lesson time, especially in the lead up to assessments. The dance area at KAA Online should will include links, videos, worksheets to support practice for each fertile question.

Looking for ways to improve in Dance?

Attend dance workshops (Pineapple, Rambert, Laban)

Watch live performance (Sadler's Wells, The Royal Opera House)

Visit the school library about books on dance and dance practitioners.



Drama

Overview:

The Drama Department at KAA provides every student with a consistently outstanding education in drama. We will give every student the opportunity to develop as an actor, director, stage manager and stage designer to such a level as to have the genuine option to study the arts at University or follow a career in television, film or theatre.

The foundation skills that were explored in Year 7 will be built upon in Year 8 and a higher level standard of performance and evaluation will be at the core of the Year 8 curriculum. This will continue to ensure that they are able to achieve excellence in GCSE and A Level Drama. We believe that our programme of study will develop confident and enthusiastic drama students, with a passion for the subject. The aim is for all students to have the self-esteem and confidence to perform.

'Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of an actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory mode of learning designed to:

- Increase awareness of self (mind, body and voice) and other (collaboration and empathy);
- Improve clarity and creativity in communication of verbal and nonverbal ideas; and
- Deepen understanding of human behaviour, motivation, diversity, culture, and history.

It also employs the elements of theatre – costumes, props, scenery, lighting, music and sound – to enrich the learning experience, re-enact stories, and mount productions. Students gain experience in the various roles of actor, director, write, designer, and audience member.

Drama education encompasses related disciplines and art forms such as pantomime, clowning, drama games, storytelling, radio drama, melodrama, puppetry, improvisation, mask theatre, media, public speaking, playwriting, directing, and play productions'. (Basom 2005)

Term	Focus	Assessment
Autumn 1 & 2	In this unit students will explore the play 'Oliver Twist'. As part of the KS4 and 5 curriculum students are expected to study a play, its context and explore it theatrically. This unit will look mainly at characterisation and performance staging.	Practical and Theory Section A: Students are to perform an extract from the play. Section B: Documentary Response. Students are to write an evaluation of their rehearsal process and final performance.
Spring 1 & 2	In this unit students will be focusing on the process of devising. This is a key element in KS4 and 5 and the devising skills that students will be exploring and developing will enable them to be confident with the process of creating theatre from a stimulus.	Section A: Summer Examination: Practical: (5 mins) Students will produce a piece of theatre that incorporates the skills they have acquired over both year 7 and 8.
Summer 1	This unit will focus on a Shakespeare's Hamlet. The students will explore the context, language and possible staging implications. This unit will focus on the technical aspects of theatre and students will be expected to use lighting and sound within their performance.	There will be no assessment at the end of this half term. The students will, however, be expected to spend time collating their process notes for their journal and there will be one filmed performance.
Summer 2	In this unit students will be introduced to the practitioner 'Stanislavski'. As a key practitioner	Section A:

	<p>in the transformation of theatre from the melodramatic to the natural. The students will explore both styles of theatre and be introduced to key methods introduced by Stanislavski which are still used by many successful actors today.</p>	<p>Summer Examination: Practical: (5 mins) Students will produce a piece of theatre that incorporates Stanislavski's key theatre methods. Section B: Students will sit an end of year written examination</p>
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Useful Resources:

BBC Bitesize, Edexcel Drama revision guides. The best way to research and improve in theatre education is to attend drama workshops, read scripts, see the school library about texts on Stanislavski and of course watch plenty of plays – either live or online.

Design and Technology

Overview:

Design is a fundamental and essential part of every day and wider society. It has never been more current and valuable to 21st Century Learners. The D&T KAA department is committed to teaching students the value and importance of quality design, and the impact of their decisions as designers and consumers.

We are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our students. All students should be risk takers and problem solvers. Students should always be encouraged to have a go, and not to be afraid of making mistakes.

Students study a variety of different types of Design and Technology on a rotation each term. We will be studying the following areas:



Rotations Week by Week:

Textile Design

Term	Fertile Question	Focus
Week 1	Does nature influence design?	Mood boards, biomimicry and commercially viable products
Week 2	What does fit look like?	Design styles and sketching, fitness for purpose and textile labelling
Week 3	What does an idea look like?	Design style and prototypes
Week 4	Do we need to test our ideas?	Design proposal and consumer expectations and development of second prototype
Week 5	Can a design change nature?	Recycling textiles, organic and Fairtrade cotton, biodegradable fibres
Week 6	Does it matter what other people think?	Selecting and refining product designs, user trials
Week 7	Is the creative mind a messy mind?	Flow charts of logical and efficient sequences of work
Week 8	What makes a product safe?	Textile labelling and statutory legislation
Week 9	Does the way we work produce different results?	Line and sub-assembly
Week 10	How can you check for quality?	Design proposals, consumer expectations and commercial products
Week 11	Assessment Week	
Week 12	Review Week	

Product Design

Term	Fertile Question	Focus
Week 1	Do first impressions count?	Design briefs and specifications for product development
Week 2	Is paper strong?	Paper sizes & thickness
Week 3		Properties and uses of different types of new, recycled and re-useable paper and the work of Wally Olins.
Week 4		Reasons for and consequences of increased and reduced use of product packaging, recycling and reusing materials, mock-ups, models and prototypes
Week 5		Technical problems in the design and manufacturing process, colour in design and brand identity
Week 6		Commercial printing and packaging methods
Week 7		Modification and evaluation
Week 8		Manufacturing systems (flow charts)
Week 9		Adhesives for different materials
Week 10	Do first impressions count?	Cost, flexibility, finish, rigidity, strength, quality, weight, environmental and sustainable issues
Week 11	Assessment Week	
Week 12	Review Week	

Food & Nutrition

Term	Fertile Question	Focus	Practical
Week 1	What is the relationship between lifestyle and what we eat?	How social changes affect eating habits, the impact of demand for cheap meat, and designing dishes to meet consumer demand.	Jewelled couscous salad
Week 2	Are all fats bad?	The uses and effects of different fats in the body and cooking, and sensory testing.	Fried and grilled chicken or tofu
Week 3	How does the way we prepare food affect how it tastes?	Nutritional information of different cooking techniques (boiling, steaming, frying, grilling, roasting and baking)	Potatoes
Week 4	Can we beat the delivery boy challenge?	Economic impact of buying decisions, yeast and its effect on food.	Pizza
Week 5a	How can we use product analysis to inform our design decisions?	Disassembly and design	Burger wraps/kebabs
Week 5b	Assessment Week		
Week 6	How can we get more people to eat better and healthier?	Entrepreneurial Challenge: creating your own fast food chain	

Homework:

Students receive one 30 minute homework per week. It can be found on the Design Technology area of KAA Online or via edmodo.com (for Food & Nutrition rotation).

Useful Resources:

- Recipe books, design books and revision books can be borrowed from the academy library
- Use of edmodo.com for independent learning and revision
- Visiting museums, galleries and exhibitions in London to inspire and engage students with design

English

Overview:

The English Department has designed its curriculum on the premise that students should be taught to ‘play the whole game’ of English from Year 7. As far as possible they should carry out processes that mirror the work of professionals who read, write and orate for a living. The interesting thing about this is that *no one* is exempt from these processes or skills! A master of English does not become an ‘Englishian’ or an ‘Englicist’; masters of English are at the top of their chosen field whatever that may be. Lawyers read and dispute contracts; plumbers use and create manuals; estate agents cajole and persuade; the list goes on with parents perhaps having the greatest need of all to infer and negotiate. In short, we believe that a secure grounding in English extends far beyond the discreet academic subject – it prepares the way for our students’ success in adult life.

THE WHOLE GAME OF ENGLISH		
Reading	Writing	Oracy
Understand the writer at work; interpret meaning from the writing of others’	Be able to write convincingly for a range of audiences / purposes; communicate meaning effectively	Be able to speak articulately, adapting language as appropriate for audience/purpose.

TERM	FERTILE QUESTION	GENRE	SUMMARY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Autumn 1	In a good novel is everyone miserable? Does war bring out the best in people?	Literature Of Mice and Men Once	Upper band students read OMAM with a focus character analysis. Lower band students read Once with a focus on acts of kindness and character analysis.	Essay: How does Steinbeck use the character of Curley’s Wife to explore ideas of loneliness? How does the author use Mother Minka to explore acts of self-sacrifice during war?	Essay: How does Steinbeck use the character of George to explore ideas of hopes and dreams How does the author use the character of Barney to explore ideas of kindness during war?
Autumn 2	Does writing have the power to transport?	Language	Students will read a range of extracts from texts that explore different time periods. They will write a descriptive piece based on a famous moment in history.	An original piece of writing describing a specific time-period.	An original piece of writing describing a famous moment in history
Spring 1	Are we all insane?	Literature Poetry	Students will work through a range of heritage and modern poetry focused on interesting/deviant characters.	A comparative essay about two key poems.	A comparative essay about two key poems
Spring 2	Are the robots taking over?	Language Reading viewpoints Writing a viewpoint	Students will look at a range of non-fiction texts that discuss the idea of technology in society They will write an argument about the	An original piece of writing arguing about the positive impact of the first computer	An original piece of writing arguing the benefits of technology on modern life.

			beneficial aspects of technology.		
Summer 1	Is it better to be dead than alone?	Literature – Romeo and Juliet	Students will study AMSND with a focus on the different types of love presented in the play.	Starting with this speech, explain how far you think Shakespeare presents Romeo and Juliet's love as true.	Starting with this speech, explain how far you think Shakespeare presents the ending of the play as tragic.

Homework:

There are two, 30 minute pieces of English homework set each week, the resources for which will be uploaded onto KAA Online. One homework is set in the last lesson of a week and is a 'pre-reading' task. Students are asked to read the key text being studied the following week (this might be an article, an extract, or a poem) and complete comprehension questions based on the text. This is designed to prepare them for study and help them maximise the opportunities they have in lessons. The second homework is set in advance of the final, marked piece of work of the week which takes place in their 4th lesson. This is a piece of preparation work designed to help prepare students for the challenge of this piece of marked work.

How can I support my child?

Ensuring they are organised with the correct equipment, homework completed and a reading book in their bag is the first step. The following will also help:

- Encourage them to read over their work aloud and make corrections before submitting work to be marked. We are teaching them how to proof-read with precision in English and students have green pens to help them do this.
- Never throw away an old English book or piece of work. Encourage them to look back over targets and check what they need to do to improve.
- Read newspapers, websites, books, and leaflets with them and discuss: 1) *What is the purpose of the text?* 2) *What are the main points the text is trying to make?* 3) *What methods does the writer use to communicate their points? Are they effective and convincing?*
- The following websites are particularly useful:
- For reading and writing use <http://www.bbc.co.uk/schools/ks3bitesize/>
- Brush up on grammar and punctuation using <http://www.bbc.co.uk/skillswise/> or <http://www.grammar-monster.com/>

Geography

Overview:

The aim of geography at KAA is to inspire in students a fascination of the world around them which will stay with them throughout their lives. Geographical learning at KAA is framed around a fertile question or problem to be solved. By exploring these fertile questions together, students and teachers will embark upon a learning journey that unlocks the mysteries of a variety of the world's landscapes and cultures. Our Year 8 geography curriculum explores key concepts such as locational knowledge, physical and human processes, connections between places, landscape change over time and the complexity of human-environment relationships. Fieldwork skills and map interpretation are also central to becoming excellent geographers and these skills will be developed to ensure KAA students are confident geographers at GCSE and A-level. All of the core geographical concepts and skills outlined above will be explored through the topics shown in the table below. We hope that a topical, relevant and exciting curriculum will help students to develop a passion for learning that equips them for the globalised and complex world they will enter as adults.

Term	Focus
Autumn 1	Which is the toughest tribe? (Ecosystems)
Autumn 2	Should you take your conscience shopping? (Manufacturing around the world)
Spring 1	Could we have a world without war? (Migration and conflicts)
Spring 2	Which kind of weather is the wildest? (Weather hazards)
Summer 1	Is it all about the money, money, money?? (Development)
Summer 2	Oh we do like to be beside the seaside....or do we? (Coasts)

Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions and data responses, leading onto longer essay style responses. Fieldwork skills will also be assessed and students will be expected to analyse, conclude and evaluate results that they collect in the field.

Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a student is in. The homework will vary and may involve preparation for a future lesson, revision for mini tests or activities which will consolidate the learning students have enjoyed in the classroom. Homework will be uploaded to the geography section of KAA online and there will be differentiated resources available there if students need extra support or have lost worksheets.

Useful Resources:

- The geography area at KAA Online should be your first stop for any links to support resources and skills practice for each fertile question which is being investigated
- Excellent geographers are informed about what is happening in the world around them and therefore should regularly read the newspapers or visit the Newsround website or bbc.co.uk to keep up with global current affairs
- Students could consult atlases and maps to improve their locational knowledge
- There are lots of documentaries on the television that cover a range of exciting human and physical geographical issues
- BBC bitesize is an excellent website that has revision materials, video clips and test resources on all the topics covered

History

Overview:

The History curriculum is designed to encompass the “whole game” of History as a discipline. This means the curriculum has been constructed to develop students’ skills and knowledge to achieve the very best grades expected at GCSE and A level in preparation, but to also give them an understanding of the importance of learning from the past.

Learning at KAA is always framed around a series of ‘fertile questions’. These fertile questions allow students to develop a deep understanding of the subject and how to think and act like an historian.

The year 8 history curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work. The programme of study will ensure all students have a breadth of understanding on the key features that have formed the British society we live in and developments in the world. The students will have the confidence to shape the future by having an understanding of the past.

Term	Focus
Autumn 1	Is change always for the best? <i>English Civil War</i>
Autumn 2	Why did the sun not set for 200 years? <i>Interpretations of the British Empire.</i>
Spring 1	Did Britain make the modern world? <i>The Industrial Revolution</i>
Spring 2	Could progress in Britain have been possible without inequality? <i>Slavery</i>
Summer 1	Did life improve after slavery? <i>Civil Rights in America</i>
Summer 2	Revision

Homework:

The aim of the homework set in history is to extend and consolidate students’ understanding and develop essential independent learning skills and is designed to be accessible to all students. Students have one thirty minute homework each week. The homework is planned in advance for each half term and is always uploaded to the history section of KAA Online so students can complete it even if they have lost a worksheet. The regular homework set will be supplemented by a stretch project that consists of all students producing a project based piece of work that they will present to others. The project will be set in the holidays and related curriculum subjects will combine to produce the project theme.

Useful Resources:

- The history area at KAA Online should be your first stop for any links to support resources for each fertile question / unit taught in history.
- The library will be stocked with relevant books and periodicals to extend the students’ learning.

Mathematics

Overview:

Learning at KAA is always posed as a question or problem to be solved. Mathematics is no exception and the entire curriculum is structured around a series of 'fertile questions'. These fertile questions each frame a unit of mathematical work, adding meaning and real-life application to ideas which may otherwise appear quite abstract. Mathematics at KAA is studied in a challenging, yet rewarding way. The department offers a disciplined, caring learning environment in which each student can develop his/her particular strengths.

Mathematics at KAA will:

- Offer support and encouragement to students for whom mathematics sometimes proves challenging
- Encourage students to think and reason confidently, logically and independently
- Foster good work methods, efficiency, organisation and presentation
- Develop students' ability to articulate and express themselves well, both orally and on paper
- Make mathematics relevant, but also to encourage the enjoyment of it for its own sake
- Enable all students to reach their potential, be it at GCSE or Cambridge entrance levels, through a positive and satisfying mathematical experience
- Develop students' ability to tackle problems in unfamiliar contexts and to evaluate data in order to make informed decisions
- Make every student a confident and capable mathematician, for whom mathematical education does not end when their KAA education does

	Focus	Assessment
Autumn 1	Number: Rounding, calculator use, index laws, primes, factors and multiples	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills.
Autumn 2	Shape: Area and circumference of circles and circular shapes, volume circular shapes	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills.
Spring 1	Algebra: Solving equations and inequations, rearranging formulae and constructing equations.	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills.
Spring 2	Number: Percentage change, multipliers and compound interest.	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills.
Summer 1	Probability: Calculating probabilities, listing systematically and set theory & notation	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills.

Summer 2	Synoptic revision	Two 55 minute (non-calculator and calculator papers) based on this year 8 learning statements.
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All KAA students will be challenged and stretched preferably by doing more rigorous questions on current topics, rather than covering syllabus content very rapidly. This encourages KAA students to think like mathematicians rather than merely prioritising speed.

Half term assessments enable both teachers and students to see how they are progressing. It encourages revision and consolidation and trains students to perform well under exam conditions.

Homework:

Students have two 30 minute homeworks each week. These are set on different (but fixed) days depending on which teaching group a child is in. One of the homeworks will be a more traditional written task, one of the homeworks will be electronic and completed through internet based software such as MyMaths or hegartymaths.com.

Useful Resources:

- The mathematics area at KAA Online should be your first stop for any links to support resources and skills practice for each fertile question / unit taught in maths.
- Each student in year 7 uses hegartymaths.com to complete some of their homeworks and to enhance their learning experience. The videos are very good and allow students to learn outside of the classroom.
- There are also a whole host of textbooks and mathematics books available for students in the library or the department.

Modern Foreign Languages

Overview:

In year 8, students will continue to study the language they learnt in year 7 (French or German) to allow them to build on their knowledge and improve their language skills, working towards GCSE. Learning at KAA is always framed around a question or problem to be solved and the fertile questions in MFL are essential to each unit of work. They add meaning and purpose to the language use and often investigate a cultural theme alongside the language learning.

The Year 8 MFL curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently and purposefully to confidently express their own ideas and opinions. They will also develop their cultural understanding of the world around them. We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. These skills are essential in order to achieve excellence in GCSE and A Level Languages.

We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world. In addition to their main language of study, students studying German who have attained highly in their year 7 assessments and have a reading age higher than their biological age, will be offered the choice to begin to study French during morning reading time. This is an optional class and will not be assessed or include homework.

French Term by Term:

Term	Fertile Question & Content	Assessment
Autumn 1	How accurate are stereotypes? Students learn to use and understand key vocabulary and grammar connected to describing yourself and others. Analysis and discussions of cultural stereotypes in French and English.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Autumn 1.
Autumn 2	What have you done? Students begin to learn and produce the past tense in French, including learning to use and understand key vocabulary and grammar connected to describing what they have done.	2 x 30 minute papers (listening & writing) based on content learnt in Autumn 2.
Spring 1	What's your problem? Students learn to use key vocabulary and grammar connected with describing and discussing problems young people may face, e.g. making friends and peer pressure.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Spring 1.
Spring 2	Does food taste different in France? Students learn to use key vocabulary and grammar connected to food and drink, including developing an understanding of French food.	2 x 30 minute papers (listening & writing) based on content learnt in Spring 2.
Summer 1	What are your summer plans? Students will revisit using the future tense to describe what they will do and learn to use key vocabulary and grammar to assist this topic.	
Summer 2	But what's the message? Students will use their language skills to study a French text or film. This will enable them to consolidate their	3 x 30 minute papers (listening, reading & writing) and short

year 8 learning and focus on understanding longer texts. This module will also include revision of all topics studied to date.	speaking assessment based ALL year 8 work.
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German Term by Term:

Term	Fertile Question & Content	Assessment
Autumn 1	What have you done? Students begin to learn and produce the past tense in French, including learning to use and understand key vocabulary and grammar connected to describing what they have done.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Autumn 1.
Autumn 2	Do supermarkets restrict our choice? Learn to use key vocabulary and grammar connected to shopping with an entrepreneurial focus on the differences between British and German consumers and shopping habits.	2 x 30 minute papers (listening & writing) based on content learnt in Autumn 2.
Spring 1	Is meaning lost in translation? Learn to use key vocabulary and grammar connected to popular culture in German speaking countries, including TV, film, free time activities and fashion.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Spring 1.
Spring 2	How healthy is schnitzel? Learn to use key vocabulary and grammar connected to parts of the body and staying healthy.	2 x 30 minute papers (listening & writing) based on content learnt in Spring 2.
Summer 1	What's your problem? Learn to use key vocabulary and grammar connected with describing and discussing problems young people may face, e.g. making friends and peer pressure.	
Summer 2	But what's the message? Students will use their language skills to study a German text or film. This will enable them to consolidate their year 8 learning and focus on understanding longer texts. This module will also include revision of all topics studied to date.	3 x 30 minute papers (listening, reading & writing) and short speaking assessment based ALL year 8 work.

Homework:

Students have one thirty minute piece of homework each week. This is set on a fixed day depending on which teaching group a student is in. The homework may include reading, writing, learning vocabulary or preparing for a presentation/spoken piece of work.

Homework is always uploaded to the MFL section of KAA Online so students can complete it even if they have lost a worksheet. The MFL KAA Online pages also include links to internet based languages resources that will help your child develop their languages skills at home. Even if you have not learnt the language yourself, it is still very helpful for you to listen to your child speaking in French or German and you can assist them in learning vocabulary which is vital to success in languages.

Useful Resources:

- The Languages page on KAA Online has full details of the curriculum, homework and support resources to practice and improve your child's language skills.
- From Autumn 2, students will have access to Vocab Express, an online website which enables students to practice and learn French/German vocabulary to help support their language learning. Vocab Express combines text, images and audio to create an engaging environment. Students have been issued with their individual log on details and can access the site using the link below:
 - www.vocabexpress.com
- Bi-lingual dictionaries or the following websites should be used to check and look-up new words:
 - French www.wordreference.com
 - German <https://dict.leo.org/>

Music

Overview:

In Year 8, pupils build on the knowledge and skills they developed in year 7 and start to undertake more challenging and thought-provoking fertile questions. This includes a blues project on the keyboards, an African drumming project using djembes and a Minimalism project in the Summer Term.

Students continue studying the key concepts of music through the skills of performing, composing and listening, but at a more advanced level than the previous year.

Term	Focus	Assessment
Autumn	This term pupils will develop a deep understanding of Blues and the origins of Popular Music. Pupils start to analyse the impact this music style has had on modern music.	Pupils will undertake a practical keyboard based assessment.
Spring	This term focuses on the development of rhythmic skills through African drumming.	Pupils will undertake a practical djembe assessment in small groups.
Summer	This term pupils will develop their composition skills through studying Minimalism. Pupils also gain deep knowledge of 20 th Century Music.	Pupils will be assessed on a practical arrangement of 'Tubular Bells' using music technology.

Homework:

Students are not set homework on a formal basis in music although homework can be set occasionally at the discretion of the teacher. As musicians, we are always looking to further develop and refine our performance skills, and we encourage all pupils to practice at least 3 times a week (30 minute sessions). The music area at KAA Online should will include links, videos, worksheets to support practice for each fertile question.

Instrumental Tuition:

Pupils will be able to apply for Instrumental lessons on a wide range of instruments starting after October half term. Details of this will be sent home to parents by letter.

If you interested in instrumental lessons please contact our Head of Music, Mr Fisher.

Physical Education

Overview:

Within the PE curriculum pupils are required to develop their physical skills and theoretical understanding. The learning is presented around a key question which encourages deep thinking and exploration of ideas. In relation to all KAA subjects, the PE curriculum incorporates the concept of 'fertile questions' which ensures pupils can apply their knowledge and produce their own informed opinions.

The purpose of the Year 8 PE curriculum is to build upon the previously learned skills and provide students with the opportunity to explore new activities to further develop their practical skills. The aim is to ensure all students develop the fundamental and core skills required to produce effective performances across a range of disciplines. Students will study 6 different activities depending on their class, including; basketball, football, athletics, swimming, dance, gymnastics, netball, rounders and rugby. This will be supplemented by the extensive range of sporting activities offered during the enrichment programme.

The curriculum has been carefully planned to ensure that all pupils are prepared for the level of skill required for practical performances at GCSE and A Level. Also, that they are accustomed to the academic language and key concepts essential for exam success in the subject. We hope that all pupils will enjoy learning in our subject and develop a healthy, active lifestyle which incorporates lifelong participation in physical activities.

Term	Sport (Boys)	Activity (Girls)	Theory Content
Autumn 1	Rugby	Netball	Fundamental skills / goal setting
Autumn 2	Basketball	Dance	Goal setting / Learning skills
Spring 1	Dance	Swimming	Learning skills / Factors affecting performance
Spring 2	Swimming	Athletics	Factors affecting performance / fitness testing
Summer 1	Athletics	Rounders	fitness testing / Fundamental skills
Summer 2	Football	Gymnastics	Hazards in sport

Please note that the curriculum plans are subject to change depending on availability of external providers.

Assessment:

All units will be assessed in a 'GCSE style moderation'. This will include a practical review of the previous learned skills and extended performance time. Some performances may be recorded as evidence. Each half-term pupils will be required to complete a written assessment paper which helps to consolidate their understanding and use of academic language.

Homework:

PE does not form part of the homework timetable; however each half-term they will be required to complete a revision pack for homework in preparation for their forthcoming assessment.

Useful Resources:

Pupils are encouraged to visit the Physical Education area available on KAA Online. Here they will have access to information and tutorials based upon the units we are studying. Here are some other useful websites:

- BBC Sport Academy website
- BBC Bytesize – Physical Education
- Revision World - Physical Education

PSHE

Overview of the topic:

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become successful learners who enjoy learning, make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

There are two elements to the PSHE Curriculum; Personal Wellbeing and Economic Wellbeing and Financial Capability. Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, whilst economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

Assessment:

Students will not be formally assessed in PSHE but questionnaires and presentations will be used to assess student understanding at the end of each unit of work.

Homework:

There will be no formal homework set for PSHE

Useful Resources:

To read more about PSHE topics and the reason it is taught in schools, please use the following website:
<https://www.pshe-association.org.uk/>

Half Term		NC areas covered Year 7	NC areas Covered Year 8 (as year 7, plus the below)
Aut1	Relationships	<ul style="list-style-type: none"> • Different types of relationships • Recognising how they are seen by others • Giving and receiving constructive feedback and praise • Exploring the qualities people bring to relationships • Cultural norms in society, including the range of lifestyles and relationships • Recognising personal strengths and how this affects self esteem • Qualities and behaviours expected and exhibited in a range of positive relationships (eg. Teams, class, friendships etc.) 	<ul style="list-style-type: none"> • Role of parents and carers in a family • Changing role of relationships in a family • Role of marriage • Difference between relationships and the media portrayal of these • Roles and responsibilities of parents, carers and children
Aut2	Bullying	<ul style="list-style-type: none"> • Effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively 	<ul style="list-style-type: none"> • Unacceptability of sexist, homophobic, transphobic and disablist language and behaviour • Recognition of bullying in all forms, (including homophobia, exploitation, trafficking and culture specific abuse)

Spr1	Diversity	<ul style="list-style-type: none"> • Respecting the differences between people and developing own sense of identity • Empathising with people different to themselves • Similarities, differences and diversity among people of different races, cultures, abilities, genders, ages, sexual orientation • Impact of stereotyping • Discrimination and how to respond when being discriminated against 	<ul style="list-style-type: none"> • Thinking critically about extremism and intolerance in whatever forms they take • Recognition of shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
Spr2	Entrepreneurship	<ul style="list-style-type: none"> • Benefits of being ambitious and enterprising • Skills and qualities required to engage in enterprise • Different types of business, organization and financing • Assessing and managing risk in relation to financial decisions • Social and moral dilemmas about the use of money 	<ul style="list-style-type: none"> • Benefits of being ambitious and enterprising • Skills and qualities required to engage in enterprise • Different types of business, organization and financing • Assessing and managing risk in relation to financial decisions • Social and moral dilemmas about the use of money
Sum 1	Health	<ul style="list-style-type: none"> • Changes (physical and emotional) that occur during adolescence and how to manage these • Characteristics of mental and emotional health and strategies for managing it • How to keep healthy • Work / life balance • Personal hygiene • In the context of relationships, reproduction, contraception, STIs and high risk behaviours including early sexual activity • Benefits of physical activity, importance of sleep and balanced diet 	<ul style="list-style-type: none"> • Legal and illegal substances, their use and misuse • Recognition of influences on choices about exercise • Eating disorders • Expectations of having a girlfriend/boyfriend • Difference between sex, gender, sexuality and sexual orientation • Recognise diversity in sexual attraction • Consent during relationships and sexual activity vs pressure, persuasion or coercion • Differences between friendship groups and gangs
Sum 2	Keeping Safe	<ul style="list-style-type: none"> • Healthy lifestyles • Managing risk in different environments and when travelling • Recognising when personal safety and wellbeing is put at risk • Resisting pressure to do wrong and recognising how to support others • Safe and responsible use of online technology 	<ul style="list-style-type: none"> • basic emergency aid procedures and where to get help and support

Religious Education

Overview:

As with all other subjects at KAA, the R.E. curriculum is structured around a series of 'fertile questions'. These fertile questions each open up a new line of philosophical enquiry, adding meaning and real-life application to new knowledge gained.

Our year 8 RE curriculum focusses on the eastern world religions such as Buddhism and Sikhism. Students will also look at Islam in more detail as well as investigating new world religions and life after death. The curriculum is designed to build upon key skills learnt in year 7 such as evaluation, analysis, application of theory and use of key terminology, alongside being able to give their own developed point of view.

Unlike the year 7 program of study, year 8 will also focus heavily upon being able to formulate an extended 15 mark evaluative response to religion specific questions. This skill is now essential in order to achieve excellence in GCSE and A Level. We believe that our bespoke program of study will allow students to develop into independent, enthusiastic, critical thinkers who are able to challenge truth claims, hold debate and have an appreciation for the world around them.

	Fertile Question	Assessment
Autumn 1	Can you have a religion without a God?	50 Minute extended writing piece. 15 Marks.
Autumn 2	Can you be a perfect Sikh in today's world?	50 Minute extended writing piece. 15 Marks.
Spring 1	Can you be a Muslim without following the five pillars?	50 Minute extended writing piece. 15 Marks.
Spring 2	Is it possible to live after we die?	50 Minute extended writing piece. 15 Marks.
Summer 1	Does ancient mean obsolete?	50 Minute extended writing piece. 15 Marks.
Summer 2	What does a successful philosopher do differently?	2 hour end of year assessment covering all material. GCSE layout.

Homework:

Students have one thirty minute homework per week on a fixed day depending what teaching group they are in. Homework will vary between preparation for the next lesson, extended writing, structured research or consolidation of learning.

Homework is always uploaded into the RE section of KAA Online, so students are able to complete it even if they have not recorded it in their planner or have lost the resources needed. At KAA Online you will also find a wealth of internet based RE resources that will help your child develop their skills and knowledge at home. KAA Online is also a valuable resource when it comes to assessment preparation.

Useful Resources:

- KAA Online should be the first area in which students or parents should look for additional support.
- The library is a useful resource when researching different religions and cultures as there are a variety of books available for student use.
- Parents are welcome to email g.hitchcock@kaa.org.uk for more information on RE.

Science

Overview:

The science scheme of work has been devised by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Does everyone have an equal right to a heart transplant?' students will be expected to 'appreciate the applications of science' & 'the risks & the ethical issues that arise'.

Through year 8 students will build on their understanding of the concepts they learnt during year 7 and continue to develop their ability to think scientifically to enable them to build knowledge, test hypotheses, analyse and evaluate observations and conclusions, and communicate discovery.

The fertile questions for year 8 are outlined below:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Would we be able to survive without plants?	How accurate are the Star Wars films?	Can all mixtures be separated?	Does everyone have an equal right to a heart transplant?	Is electricity always dangerous?	Should we be forced to recycle?

Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in.

All homework will be available on KAA Online for which every student will have a login – this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

As 'Google Classroom' develops further students will have the option to complete, submit and review their homework online.

Useful Resources:

- The science area at **KAA Online**
- **KS3 BBC Bitesize** - Science (www.bbc.co.uk/bitesize/ks3/science/) – KS3 Science learning resources for children & parents organised by topic
- **CGP KS3 Science Study Guide** (ISBN: 978 1 84146 230 1) - Every topic is explained with clear, friendly notes, diagrams and examples, and there are practice questions on most pages to test the crucial skills