The Rural Enterprise Academy

Year 8 Curriculum Overview

The Rural Enterprise Academy:

Educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where everybody can be successful and fulfil their potential.

Work Hard; Be Kind!

"Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding."

- William Arthur Ward

Topic Tracker

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Weeks 1-10: *Where the River Runs Gold*		Weeks 11-20: *A Christmas Carol*	Weeks 21-30: *Frankenstein*		Weeks 31-40: *War Poetry*
Maths	Ratio and Scale Multiplicative Change Multiplying and Dividing Fractions	The Cartesian Plane Representing Data Probability	Brackets, Equations and Inequalities Sequences Indices	Fractions and Percentages Standard Form	Number Sense Angles in Parallel Lines and Polygons Area of a Trapezium and Circle	Line Symmetry and Reflection The Data handling Cycle Measures of Location and Dispersion
Science	Genes	Ecosystems	Energy II	Waves II	Matter II	Reactions II
Geography	Raging Rivers Field Work Rivers	A Developing World School Grounds Field Work – Egan Model Sustainable Community	Eight billion and counting Virtual Fieldwork Census and population structure	Explosive Earth Decision Making Task STEM	Coast to Coast Extended Learning Coastal Visit	Urban World Virtual Fieldwork Southampton

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Studies	Weeks 1-10: Aboriginal Spiritualities		Weeks 11-20: Christian Beliefs and Practices	Weeks 21-30 Creationism vs Evolution		Weeks 31-40 Judaism
Physical Education	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Badminton Cross Country	Striking & Fielding Rounder & Softball	Athletics
Computing	Developing for the web	Representations: from clay to silicon	Mobile app development	Media: vector graphics	Computing systems	Introduction to Python programming
CPSHE	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Technology	Smart Water Bottle	Graphics	Aroma fan Systems and control	Aroma fan Systems and control	Multicultural meals	Design and make your school lunch Food
Environmental Studies	The impacts of consuming, waste and sustainability	The Impacts on planet Earth (Oceans)	Issues in the local environment (Staffordshire)	Climate change and the impacts on biodiversity	Alternative technologies & Energy production	Farming and the Environment

English

"I admire people who dare to take the language, English, and understand it and understand the melody" - Maya Angelou

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Big Themes: **Minorities**	***Where the River Runs Gold*** FOCUS: Writing a nonfiction text (letter) using appropriate tone, register and address. Builds on knowledge of persuasive writing methods from Cycle Two and Three of Y7. Students will learn: letter writing tropes for a variety of purposes and audiences, adapting tone to suit audience, sentence types and punctuation, applying persuasive methods to texts. Students will practise reading aloud in lessons, practise the forming of inference and supporting inferences with evidence.	***A Christmas Carol*** FOCUS: Analysing writer's use of language and understanding how context impacts a text. Study of the set texts will be organised around exploration of character and theme. Builds on literary analysis of Cycles Three and Four of Y7, preparing for 19th century text in GCSE. Students will learn how context informs text, stretching vocabulary to incorporate 19th century texts, analysing character, theme and plot through extract analysis. Students will access the text through extracts read aloud in lessons.	***Frankenstein (Play)*** FOCUS: Analysing writer's use of language and understanding how context impacts a text. Builds on literary analysis (8:2 and 7:3, 7:4) and feeds forward to play analysis in GCSE. Introduces students to Gothic themes, and how to write about these analytically. Students will learn how literary texts can be adapted for different audiences and purposes. Students will access the text through reading aloud in lessons.	***WWI War Poetry*** FOCUS: Writing a poem using appropriate figurative language, sound, rhyme and metre to create specific effects on the audience. Builds on poetry (7:4) and focuses on war poetry in particular. Feeds forward to GCSE Power & Conflict poetry. Students will listen to poems and explore the poet's methods for meanings and then re-create these effects in their own pieces.
Knowledge	Persuasive language Debate components DAFOREST terminology	How context informs a text Various language methods How to approach 19th century literature for language	Gothic genre, tropes, language, form and structure Implicit and explicit knowledge Dramatic terminology	Sound devices in poetry Figurative terminology Structural forms of poetry (creative)

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Concepts	Key Terminology • Imperative • Declarative • Interrogative • Exclamatory • Internal Monologue • Formal • Informal • Recipient • Address • Sincerely • Register • Tone Writing and speaking to persuade	Key Terminology • Christianity • Stave • Industrialisation • Malthusian • Misanthropic • Philanthropic • Overpopulation • Urbanisation • Supernatural • Motif • Victorian • Redemption	Key Terminology • Oxymoron • Cyclical structure • Theme • Prologue • Epilogue • Adapted • Gothic • Genre • Trope • Stage Direction • Stagecraft • Playwright Play form and structure Translating story to script	Key Terminology • Assonance • Consonance • Fricative • Plosive • Semantic Field • Blank Verse • Onomatopoeia • Sensory language • Rhyming Couplet • Patriotic • Narrator • First-Hand Account Writing for rhyme Writing for empathetic effect
Reading Skills	Reading for explicit knowledge Reading for implicit ideas Reading with audience in mind Reading along (internally) with a transcript	Comprehension Reading along (internally) with a transcript, while listening and/or reading to dialogue punctuation in class. Summarising what has been heard/ read	Reading aloud (performatively) as a class Discussing reading Drawing inferences Predicting events	Reading for deeper meaning Reading for rhythm and rhyme Reading to punctuation Discussing reading

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Writing Skills	To write a structurally sound (organised paragraphs) Informative letter (using DAFOREST methods, as well as punctuation, for effect, in consideration of the audience), Using the events of the story (*Where the River Runs Gold*). Essential requirements: • Adapt tone, style, register • Use DAFOREST • Use range of sentence types • Use punctuation accurately • Use correct information from the narrative	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, analyses language and justifies inference while referring to correct context Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support • Use punctuation accurately	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, analyses language and justifies inference while referring to correct context Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support • Use punctuation accurately	To write a structurally sound (using stanzas) Poem using figurative, structural and sonic devices intentionally to create specific effect(s) on the audience and to communicate a specific meaning Essential requirements: • Write a poem • Adapted to audience • Including figurative methods • Including sound methods • Including structural methods
Assessments and End Points:	**End of cycle assessment** **GL Assessment Baseline test**	**End of cycle assessment**	**End of cycle assessment** **GL Assessment Progress test**	**End of cycle assessment** **Summative assessment based on all units of work covered**
Important literacy and numeracy developed	Reading skills: Extended guided reading of full texts in each cycle. Close analytical reading focusing on word and sentence level understanding; inference, analysis and comparison skills are inherent in the year 7 curriculum Writing skills: Extended writing, including planning, drafting and editing. Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar. Developing appreciation of genre features of different writing styles, such as rhetorical writing. Oracy skills: Each unit features distinct opportunities to explore texts and themes through talk. Several units of English in the year have explicit focus on the use of spoken language, such as Non-Fiction Viewpoint Writing.			
Wider skills and enrichment	Pupils develop skills in analysis and evaluation as well as critical thinking skills. Pupils are encouraged to show stamina and resilience in extended writing tasks. Enrichment activities are included through the key stage 3 curriculum to develop an understanding of historical context of the books that pupil's study as well as giving the opportunity to visit the theatre.			
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. Talk to them about the books they would like to read and support the choice of a range of texts. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.			

Maths

"Mathematics is in its own way, the poetry of logical ideas" - Albert Einstein

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Ratio and scale:** Use ratio notation and link it to multiplication Simplify ratios and solve ratio problems Calculate circumference **Multiplicative change:** Use scale factors to solve direct proportion problems Currency conversion (including with graphs) Draw/interpret scale diagrams and maps **Multiplying and dividing fractions:** Multiply and divide a fraction by an integer and a fraction Use the reciprocal	**The Cartesian plane:** Plot and interpret straight -line graphs Use the equation of a straight line, including lines parallel to the axes Link direct proportion and straight lines Model situations as expressions, formulae and graphs **Representing data:** Draw and interpret scatter graphs, including correlation and line of best fit Understand grouped/ ungrouped and discrete/ continuous data Design and use one and two-way tables	**Brackets, equations and inequalities:** Identify, form and use equations, expressions, formulae and identities Expand and factorise into single brackets Form and solve equations/inequalities (with or without brackets) **Sequences:** Generate more complex worded and algebraic sequences (e.g. with brackets and squared terms) **Indices:** Form expressions using indices, and use the addition/subtraction laws	**Fractions and percentages:** Understand fractions, decimals and percentages Evaluate percentage increases and decreases Solve problems using percentage multipliers Write one number as a percentage of another **Standard form:** Convert between ordinary numbers and standard form Compare numbers in standard form Calculate with numbers in standard form	**Number sense:** Develop mental strategies, and estimate (including rounding to a given number of decimal places) Convert between metric measures Use the order of operations **Angles in parallel lines and polygons:** Review basic angle rules and geometric notation Prove simple geometric facts Work out angles in parallel lines and special quadrilaterals Find and use the sum of interior and exterior angles of a polygon	**Line symmetry and reflection:** Recognise line symmetry in polygons and other shapes Reflect shapes in horizontal, vertical and diagonal lines **The data handling cycle:** Understand and use primary or secondary sources of data, and collect data (including using questionnaires) Draw and interpret statistical diagrams (e.g. multiple bar charts and pie charts) Compare distributions using charts and identify misleading graphs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:		**Probability:** List outcomes using sample spaces Use tables and Venn diagrams to find probabilities			**Area of a trapezium and circle:** Review area of shapes covered in Y7 Area of a trapezium, circle, part of a circle and compound shape Use significant figures	**Measures of location and dispersion:** Mode (including modal class), median and mean (including finding the total given the mean) Finding the mean of grouped data Choosing an appropriate average and comparing distributions using averages
Assessments and End Points:	**Assessments after each unit of work** **GL Assessment Baseline test**	**Assessments after each unit of work** **End of term assessment**	**Assessments after each unit of work**	**Assessments after each unit of work** **End of term assessment**	**Assessments after each unit of work** **GL Assessment Progress test**	**Assessments after each unit of work** **Summative assessment based on all units of work covered**
Important literacy and numeracy developed	We will revisit all the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.					

Science

"Nothing in life is to be feared; it is only to be understood" - Marie Curie

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Genes:** Variation between individuals of a species is essential for the survival of that species. The menstrual cycle prepares the female body for pregnancy. The developing fetus relies on the mother to provide nutrients and oxygen and to remove waste. Puberty and adolescence	**Ecosystems:** All organisms in an ecosystem depend on each other to survive in some way (interdependence) Organisms compete for resources in different ways and numbers of individuals change over time. Flowering plants reproduce sexually and be able to identify similarities with humans (gametes like sperm and egg). Human activities affect food webs in different ways.	**Energy:** There are different types of energy which can be transferred from one type to another but can never be created or destroyed. Electrical energy is generated by a transfer of energy from a different store States of matter control the energy transfer Type (conduction/convection)	**Waves:** Transverse waves have beneficial uses Waves can cause damage to the human body. Wave behaviour can be shown using models.	**Matter:** The periodic table is used to display elements Elements are grouped to show patterns in characteristics in the periodic table	**Reactions:** Reactions cause arrangements of atoms to change, producing elements, molecules or compounds that are different to the original reactants. Reactivity.
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils will develop laboratory skills – particularly focusing on developing planning to investigate testable questions. Understanding of 'how science works', including how and why theories are developed and changed is a key part of science throughout key stage 3 Science club runs as part of Wednesday enrichment and there are opportunities to take part in STEM competitions throughout key stage 3.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is and excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. BBC News website) and watching documentaries and sci-fi programmes may also be beneficial					

Geography

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Raging Rivers*** **Place –** Exploring an understanding of rivers on a variety of scales from global to local. **Space** – Understand global patterns of rivers, locating rivers using mapping tools. **Sustainability** – Understand the impact of flooding and flood management programs. **Interdependence - Investigate** rivers for physical and human interactions. **Environmental interaction –** how our actions can affect rivers on a national and global scale.	***A Developing World*** **Place** - understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation **Space –** understand that population change occurs at different rates and times in different countries. **Interdependence -** understand how migration changes settlements **Environment** - identify the interconnections between population change, use of natural resources and development	***Eight billion and counting*** **Place** - Know the global distribution of population and the UK Understand the population control strategies in Russia and China. Understand that population structure can vary within a country, contrasting two communities in the UK – Southwark and East Devon, as well as the local area. **Space** – Understand the geographical concept population and associated ideas – population distribution, change, growth, over and under population.	***Explosive Earth*** **Place -** understand the theory of plate tectonics and scientists' evolving understanding of how plates move. **Space -** understand the theory of continental drift and recognise the patterns of earthquake, volcano, and mountain belts as plate boundaries. **Environmental Interaction -** understand the characteristic features of depressions and anticyclones and how they affect the weather.	***Coast to Coast*** **Place –** locate the coasts within the UK **Space** – Understand that the world's distribution of coasts varies through time. **Sustainability** – identify solutions to climate change and coastal erosion **Interdependence –** Identify and understand how people use coasts. **Environmental interaction –** identify the causes and consequences of weathering for coasts	***Urban World*** **Place** - Know the location of the world's major cities. Know the impact of urbanisation in Southampton by investigating its growth. Progress knowledge of the location of Russia and its neighbouring countries. Know about Rochina in Brazil and London, UK **Space –** Understand the geographical concept population and associated ideas – population distribution, change, growth, over and under population.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Physical and Human processes -** Understand how physical and human factors cause rivers to flood.		**Interdependence** - Understand that population distribution and structure vary between and within countries **Physical and Human processes** - Understand the impact on physical landscape, climate and distribution of natural resources on world population distribution patterns. Appreciate the impact of overpopulation and overconsumption on the Earth's systems	**Sustainability** - understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes. **Physical and Human Process** Understand how physical and human processes interact for continental	**Physical and Human processes -** Identify human and physical features of a locality – Holderness Coast. Understand how erosion, deposition and transportation create and change landforms.	**Physical and Human processes -** Understand the concept of population and the principles of migration and urbanisation. Understand the types of decisions that people make to migrate. Understand how migration changes places. Progress understanding of sustainability and economy by investigating linear and circular economies in cities
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	New vocabulary is introduced each lesson and referred back to within extended writing tasks. Students use textbooks and case studies to investigate geographical issues further. Fieldwork requires a wide range of numeracy skills, including measurements, calculating averages, drawing, reading and analysing graphs and charts, analysis of geographical statistics and manipulation of data.					
Wider skills and enrichment	Pupils will develop their enquiry skills to form a conclusion. Pupils will develop teamwork and analysis skills to evaluate scenarios. There is an opportunity for pupils to explore how geology has formed landscapes and bring maths to life by measuring the river. In addition, a further opportunity is to explore the coastal land formation and bring the text book to life.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. The Geography Google Classroom has all lesson resources uploaded on to it which pupils can access at home to support their learning. There are many wider reading opportunities to support your child at home. Recommended reads: The volcano montserrat and me ISBN **978-1520642536, When the river runs dry ISBN: 1846276489** Step by step **ISBN 1473689120** Recommended watch: BBC Our Planet, Worlds greatest rivers Netflix: The Boy who harnessed the wind. Visit a city and explore the vocabulary taught to see how they are developed, and the impact of population increase.					

Religious Studies

"Share your knowledge. It is a way to achieve immortality" - Dalai Lama

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Component Knowledge:	***Beliefs and Practices:*** ***Aboriginal Spiritualit(ies)*** Students will understand the effect (s) of colonisation of native beliefs. Re-enforces the understanding of global differences in religious beliefs and spirituality. Builds on creation and nature myths from Year 7.	***Source Analysis:*** ***Christianity*** Students will use their understanding of source analysis to read St Mark's Gospel about the Life of Jesus. Students will learn about Jesus' Ministry, Miracles and Death and the effect on Christian beliefs. Builds on 7:3.	***Philosophy & Ethics:*** ***Creationism*** Students will explore Christian and non-Christian arguments for the creation of the universe with a focus on polite debate and discussion. Students will debate the moral implications of AI and CRISPR. Building on knowledge of creation and natural myths from 7:1-3 and debate from 7:4.	***History of Religion:*** ***Judaism, Diaspora, Holocaust*** Students will explore the history of Judaism and the impact of the Diaspora and Holocaust on Jewish communities. Students will write empathetically.
Knowledge	• Dreamland • Stolen Generation • Colonisation • Aboriginal/Native • Uluru (Sacred Space) • Indigenous Deities	• Ministry • Miracles • Sermon on the Mount • Kingdom of God • Faith & Discipleship • Outcasts (the "Meek")	• God as creator • Intelligent Design • Evolutionism • Artificial Intelligence • Morals of creation • AI and CRISPR	• Early Judaism • Roman Judaism • Diaspora • Holocaust • American Judaism • Modern Anti-Semitism
Concepts	Oppression Nature Worship Alternative World Views	Jesus' Teachings Discipleship Impact of Religion on Society	Creationism Evolution Unbiased argument	Discrimination Diaspora Holocaust

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Skills	• Demonstrate knowledge and understanding of Aboriginal beliefs • Analyse differences between beliefs dispassionately • Use terminology	• Demonstrate knowledge and understanding of Christian beliefs and practices • Analyse source materials dispassionately • Use terminology	• Demonstrate knowledge and understanding of Creation • Demonstrate knowledge and understanding of Evolution • Principles of discussion and debate	• Demonstrate knowledge and understanding of Jewish history • Demonstrate knowledge and understanding of Holocaust • Use key terminology
Assessments and End Points:	**Midway Knowledge Check** **Topic End Knowledge Check**	**Midway Knowledge Check** **Source Analysis**	**Topic End Knowledge Check** **Class debate**	**End of Topic Test** **Creative Writing (empathy)**
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to descriptive analysis of texts. Pupils develop oracy skills through debate and discussion and are encouraged to complete extended writing tasks. There is a focus on reading comprehension throughout the curriculum.			
Wider skills and enrichment	Students are given the opportunity to learn about the important aspects of different faiths across the world. Students develop skills in analysis and evaluation as well as critical thinking skills.			
How you can help your child at home	Encourage your child to complete further research into the topics studied. If possible, take your child to visit places of worship for different religions.			

Physical Education

"You, me, or nobody gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward. How much you can take and keep moving forward" - Rocky Balboa

	Invasion Games ***Football***	***Invasion Games*** ***Rugby***	***Invasion Games*** ***Netball***	***Net Games*** ***Badminton***	***Cross Country / Fitness***	***Striking & Fielding*** ***Rounders / Softball***	***Athletics***
Component Knowledge:	**Knowledge** To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	**Knowledge** To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	**Knowledge** To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	**Knowledge** To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	**Knowledge** To know the different types of fitness as well as have a wide knowledge of components of fitness. Pupils should be able to tell you which fitness types would be appropriate for different sports. **Skills** Pupils will experience **HIIT training, circuit training, cross country** and other types of training and be able to discuss **why these are a benefit** to a range of sporting activities.	**Knowledge** To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	**Knowledge** To understand the more complex techniques and tactics to do with each event. Still understanding safety points in relation to throwing events. To develop the run up and measuring process for jumping events. As well as understanding the three stages of flight. To understand how a race is started and which parts of the track they can use during their race. Pupils will also get an opportunity to start, officiate and time races.

	Invasion Games ***Football***	***Invasion Games*** ***Rugby***	***Invasion Games*** ***Netball***	***Net Games*** ***Badminton***	***Cross Country / Fitness***	***Striking & Fielding*** ***Rounders / Softball***	***Athletics***
Component Knowledge	**Skills** Throughout each lessons the basic skills ***(passing, dribbling, heading, shooting and movement off the ball)*** will be progressed and tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game.	**Skills** Throughout each lessons the basic skills ***(passing and full contact tackling, rucking and mauling)*** will be progressed and tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game.	**Skills** Throughout each lessons the basic skills ***(variety of passes, shooting, pivoting and playing within the rules)*** will be progressed and tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game.	**Skills** Throughout each lessons the basic skills ***(clears, introduction to drop shots)*** will be progressed and tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game.		**Skills** Throughout each lessons the basic skills **(throwing, catching and batting)** will be progressed and tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game.	**Skills** Throughout each lesson the basic skills will be repeated and built upon so that more complex techniques will be taught and the use of tactics can start to be delivered. Some groups will need to revisit and stay on the basic techniques in isolation and conditioned competition. **Discus & Shot put handling and release repeated & progressed to add an approach.**
Assessments and End Points:	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on accurate replication of technique	Assessment based on fitness level	Practical assessment based on accurate replication of technique	Practical assessment based on accurate replication of technique

	Invasion Games *Football*	*Invasion Games* *Rugby*	*Invasion Games* *Netball*	*Net Games* *Badminton*	*Cross Country / Fitness*	*Striking & Fielding* *Rounders / Softball*	*Athletics*
Important literacy and numeracy developed	PE often involves reading and understanding of written instructions, rules and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.						
Wider skills and enrichment	Students will practice and develop their teamwork and communication skills during team sports. They will also be encouraged to develop resilience in PE and transfer this to other areas of their lives. Pupils are given a range of opportunities to take part in sporting enrichment activities, there is a wide choice each half term and we would encourage pupils to take part in as many as they can.						
How you can help your child at home	Encourage your child to take part in extracurricular clubs and sporting competitions on offer. Help your child to prepare for their lessons by ensuring they have their PE kit. Encourage at least 60 minutes of physical activity each day.						

Computing

"Everybody in this country should learn to program a computer because it teaches you how to think" - Steve Jobs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Developing for the web*** **Key Concepts** Using HTML and CSS to create webpages. **Knowledge** This unit focuses on the following key areas of networks: • Searching • Threats • HTML and CSS **Skills** Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	***Representations: from clay to silicon*** **Key Concepts** Representing numbers and text using binary digits. **Knowledge** Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits **Skills** Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters. Convert a decimal number to binary and vice versa.	***Mobile app development*** **Key Concepts** Using event-driven programming to create an online gaming app. **Knowledge** Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. **Skills** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	***Media: vector graphics*** **Key Concepts** Creating vector graphics through objects, layering, and path manipulation. **Knowledge** Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. **Skills** Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	***Computing systems*** **Key Concepts** Exploring the fundamental elements that make up a computer system. **Knowledge** Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits. Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	***Introduction to Python programming*** **Knowledge** Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:					**Skills** Be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].	**Skills** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.
Assessments and End Points:	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**
Important literacy and numeracy developed	Links to literacy when looking at how to communicate with people online as well as the creation of digital products created for a purpose with a specific audience. Links to numeracy seen throughout the work completed in coding, for example shapes, angles, etc.					
Wider skills and enrichment	The curriculum gives pupils the ability to problem solve and think logically to help them understand the world around them, as well as helping them to structure, organise and process information. We run a Minecraft club afterschool which pupils really enjoy as well as STEM competitions throughout the year.					
How you can help your child at home	Help your child to complete their iDEA badges, by the end of year 9 they should have completed the Bronze award.					

CPSHE

"Be the change you want to see in the world." - Mahatma Gandhi

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Unit 1: Being Me*** Understanding that identity can change over time and that our identities impact our families and wider communities. Tolerating other peoples' identity as part of a community. Revisiting concepts of identity from Year 7. **Key Concepts** Identity Diversity Stereotypes Community Belief/Faith **Knowledge** Personal identity Impact of self-identity in wider communities Tolerance of different identities	***Unit 2: Celebrating Difference*** Understanding how identity is perceived by society and that rights are socially granted. After considering how your identity impacts society (Unit 1), consider how society controls identity. **Key Concepts** Social Justice Injustices Role of self in society **Knowledge** Equality Act LGBTQIA+	***Unit 3: Dreams & Goals*** Understanding that future goals are dependent upon personal finances. Building upon goal setting from Year 7. **Key Concepts** Personal Finances Careers Salaries Wages Economics **Knowledge** Personal Finances Spending and saving Variations in Global Economics **Skills** Financial Management	***Unit 4: Healthy Me*** Understanding that self-care is a long-term investment and what we do to our bodies now will impact our futures. Building upon knowledge of physical and mental health in Year 7. **Key Concepts** Physical Health Dental Hygiene Substance Abuse Exploitation **Knowledge** Long-term Health Dental illnesses Possession (illegal substances) **Skills** Brushing (dental) Self-care	***Unit 5: Relationships*** Understanding that we have autonomy in our relationships and that we are responsible for how we interact with others in physical and online worlds. Builds upon knowledge of healthy relationships in Year 7. **Key Concepts** Personal space Personal safety E-Safety Emotional Relationships **Knowledge** Online safety Autonomy in relationships Legality of social media **Skills** Self-control and self-advocacy SEMH	***Unit 6: Changing Me*** Intimate relationships and physical arousal Positive impacts of romantic relationships Pornography and self-image Risks of sex and alcohol **Key Concepts** Pornography Sexual Arousal Intimacy Sexual relationships Unprotected and non-consensual sex **Knowledge** Physical arousal Substance abuse and personal responsibility Physical relationships How self-image is affected by pornography
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills and enrichment	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as discrimination and equality. Pupils are encouraged to develop critical thinking skills as they work through the topics.					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class. Encourage your child to talk to you about the topics they are learning about in lessons.					

Technology

"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products" - James Dyson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Smart Water Bottle** Students will develop their design and manufacturing skills, designing a smart water bottle. **Why this?** This unit will focus on the student's development of iterative design skills and the design process. Developing skills learnt in year 7. **Why now?** This unit will build upon learning from year 7 and will further develop skills ready for the iterative design project to be taught during Y9.	**Graphics** Students will develop their designing skills, learning to use a range of 3D drawing techniques to a high level. **Why this?** As a rural and environmental school, we have a responsibility to encourage sustainability within the school and students' lives. **Why now?** This unit will build upon learning from the year 7 technology skills unit and will further develop skills ready for the sustainability project to be taught during Y9.	**Aroma fan Systems and control** Students will design, model / make a device that provides scent - often called an aroma fan. A range of users can be identified and used as part of the design focus. **Why this?** This unit will focus on the student's development of systems and controls skills, building basic circuits and developing skills further that were learnt at year 7 during science and technology. **Why now?** This unit will build upon design learning taught during year 7 and will further develop on concepts skills and knowledge taught during the recycling project at Y8. This unit will also follow on from the electronics taught during term 1-2 in science Y8.		**Multicultural meals** Students will investigate designing multicultural meals that are suitable for teenagers. They will develop an understanding of different needs and wants and demonstrate an understanding of the need for a healthier ethnic dish using different research methods, then generate possible design solutions including costs. **Why this?** As a school we have a responsibility to help children develop multicultural understanding and ensure that they have the skills and knowledge needed for today's multicultural society. This unit is designed to assist students in their understanding	**Design and make your school lunch Food** Students will be working within the national constraints of the School Food Standards. Students will design an appropriate main meal for school lunches. They will know how to plan, prepare, adapt and cook a suitable meal for a given need, understanding the requirements for it to be nutritious and healthy. Practical sessions include adapting, preparing and evaluating their dishes against set criteria. They will also understand the benefits of a balanced school lunch and suggest further recipe ideas compared to the Eatwell Guide group of foods

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge					**Why now?** This unit will build upon the food concepts, skills and knowledge developed during the year 7 food SOW and will lead on to further development in year 8.	**Why this?** As a school we have a responsibility to help children develop healthy eating habits and ensure that they have the energy and nutrition they need to get the most from their whole school day. This unit is designed to assist students in their understanding of the food and systems that the school has in place to create a healthy and enjoyable eating experience.
Assessments and End Points:	**Product evaluation**	**Product evaluation**	**Product evaluation**		**Product evaluation**	**Product evaluation** **Summative assessment based on all units studied**
Important literacy and numeracy developed	**Literacy:** To use a range of specialist vocabulary to communicate ideas—Designer research—Extended writing in evaluations **Numeracy:** Measuring, angles, feedback charts					
Wider skills and enrichment	Developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with project work. Working as a team in a practical context. Enrichment activities include a range of STEM competitions that take place throughout key stage 3.					
How you can help your child at home	Encourage organisation to bring ingredients for food practical work Discuss interesting elements of design in your day to day lives Encourage your child to help with cooking and washing up at home Discuss your child project's with them and help them to develop reflective skills, helping to develop their creativity.					

Environmental Studies

"You must unite behind science. You must take action. You must do the impossible. Because giving up can never be an option" - Greta Thunberg

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**The impacts of consuming, waste and sustainability** Students will address the key concept of sustainability through a focus on local management issues	**The Impacts on planet Earth (Oceans)** Students will cover the key concept of exploitation of the oceans, fisheries, pollution and protection.	**Issues in the local environment (Staffordshire)** In year 7 students learnt that global issues can have a local effect on the environment here in Penkridge. The core concept here would be for students to look for an increasing range of signs of water, air and soil pollution and their importance in terms of monitoring and environmental improvement	**Climate change and the impacts on biodiversity** Climate change accelerates biodiversity loss by placing selection pressures upon an ecosystem. Increased competition for resources accelerates the increased levels of extinction and therefore a reduction in biodiversity.	**Alternative technologies & Energy production** Alternative technologies are required to reduce the global demand for fossil fuel consumption. Globally we still rely on fossil fuels for 62% of domestic energy requirements. Understanding the pros and cons of each will allow students to suggest and seek alternatives to combat greenhouse gas emissions whilst balancing the need for energy production.	**Farming and the Environment** Some pollutants affect the environment by disrupting the equilibrium in food chains. If untreated sewage gets into rivers, microorganisms decompose it. They dramatically increase in number and use oxygen from the water for aerobic respiration. As a result there is less oxygen dissolved in water, so aquatic organisms such as fish and insects may be unable to survive Nitrate fertilisers These are soluble, and when sprayed on crops they can be easily washed into waterways, this is called leaching An indicator species is an organism whose presence or absence is used by scientists to determine if an area is polluted.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding texts. A wide range of subject specific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of data collection techniques, drawing, reading and analysing graphs and manipulating data. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils have the opportunity to develop practical skills throughout the curriculum. Eco club is part of the enrichment offer on Wednesday afternoons for pupils interested in helping to improve the environmental impact of the academy.					
How you can help your child at home	Encourage your child to watch documentaries and read relevant texts and news articles about the environment. There are often local community projects that students can get involved in if they are interested in helping improve the environment for everyone.					