

Art at the Archer Academy

Students will have the opportunity to explore and experiment with new materials on a regular basis by analysing the work of various artists. Students will be using a range of techniques, recording observations in sketchbooks and other media as a basis for exploring different genres and for developing refined drawing and making skills.

Art at Year 8

Year 8 students will be exposed to varied media from a range of art movements, for example: painting, collage, Pointillism. Students will be encouraged to increase their proficiency in the handling of different materials. Students will be required to analyse and evaluate their own outcomes, and that of others, in order to strengthen the visual impact or applications of their work.

In Year 8, students will make a piece of work that is specifically designed to enable the study of various genres, the history of art, craft, design, including periods, styles and major movements through history to present day. They will develop observational skills that will enable them to show tone and form. They will focus on:

Recreating texture and tone

Learning to draw out the features of the face

Drawing out an accurate self portrait

Studying 5 different art movements/styles

Recreating the style through appropriate materials

Analysing the art movement and specific artist focus

Designing an original Surrealist object

Making an original 3D representation of the design

Experimenting with a range of finishes

Drawing a still life shell and applying Surrealist media to it

3D drawing skills practice

Making a Surrealist 3D tea cup and saucer

	Key Content	Supporting Resources
Term 1 - 2 half terms	Distorted Portrait: An opportunity to look at accuracy and proportion and to use a range of materials through focus on five different art history movements.	Collage materials, water colours, felt pens, oil pastels. Art Movements: Collage, Pointillism, Impressionism, Fauvism, Pop Art.
Term 2 - 2 half terms	Surrealism: A study of this art movement, analysing the work of specific artists and producing an original and relevant 3D final piece.	Cardboard plus varied applications of colour.

Dance at the Archer Academy:

Through their study of dance, a broad range of creative, collaborative, physical and critical thinking skills will be explored and developed. Dance is as engaging as it is challenging, and Dance at the Archer caters to all levels and prior experiences so that every child is able to thrive. Year 8 students study Dance for one hour a week.

Dance at Year 8

As part of the KS3 curriculum students develop skills across three key areas – Choreography, Performance and Critical Appreciation. As students develop their understanding of different types of dance, they are able to identify stylistic features and develop understanding of the choreographic context of professional works.

In Performance, students will develop physical, expressive and technical skills – they will learn a variety of dance from different styles, developing kinaesthetic awareness and competence. There are opportunities to work in groups, pairs and solo tasks. From Contemporary technique to West Side Story, students progress throughout as the physical challenges increase.

With Choreography, students combine their understanding of key compositional components with their own creativity. To create their own dance, students will cultivate knowledge and be able to apply a range of choreographic skills and processes appropriate to their choreography. Group composition supports students with their peer relationships, communication and organisation skills.

Critical Appreciation is where students learn to analyse dance performances, whether their own, their peers' or professional works. From Christopher Bruce's Shadows, to Boy Blue Entertainment's Emancipation of Expressionism, a wide range of styles, influences and subject matter will be explored. Analysing dance requires students to utilise complex vocabulary and a variety of adjectives, as well as subject specific terminology and theoretical dance terms.

Dance is a highly inclusive subject which promotes the discussion and understanding of social, historical, geographical and emotional contexts. Students will leave Key Stage 3 knowing more of humanity as a result of studying dance, and with the ability to communicate and express themselves through movement.

Topic	Key Content
Emancipation of Expressionism	Hip-hop, individual expression, signature motifs
Oliver!	Musical theatre, characterisation, musicality
Swansong, Christopher Bruce	Prisoners of conscience, contemporary dance, political oppression, use of props, trios
Shadows, Christopher Bruce	World War Two, Neoclassical dance, quartets
Components of Choreography	Stimulus, motif & development, action, dynamics, space & relationships

Design and Technology at the Archer Academy

The Art, Design and Technology department believes that every student is a creative learner and has an innate ability to design and create. We aim to inspire young people to become confident, fluent and innovative artist and designers.

Our curriculum is relevant to all our students; it incorporates contemporary artists and designers and current exhibitions, as well as more traditional ways of working. All schemes of work encourage independent learning and decision-making, which allows students to build on skills that are introduced in Year 7 throughout the rest of their school life and beyond. Students are encouraged to be confident and versatile in their use of materials and techniques as well as understanding their properties and use in real world contexts.

Realising potential and inspiring creativity is at the heart of what we do, students will explore challenging project briefs, which they will work through in order to conceptualise their design and artistic thinking. Students will also be able to engage with local artists and designers from the community through a range of projects, visits, competitions and opportunities throughout their years at the Archer.

ADT in Year 8

Students work on a rotation between Art and DT subject areas. In order to ensure a student gains equal time for each subject, the rotations change in Year 8 to ensure over the two years each student has completed 3 terms in each subject area. Students will complete two hours a week of Art/DT in Year 8. In Year 8, students study:

Materials lab-Sweet dispenser and pewter cast jewellery

Design lab-Table tennis bat

Materials lab- Food and nutrition

Design lab- Electronic steady hand game

	Key Content	Supporting Resources
Materials lab-Sweet dispenser and pewter cast jewellery	The properties and categories of metals. Types of motion in products. The use of tools and equipment to manufacture products.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg
Design lab-Table tennis bat	Ergonomics and anthropometrics. Sketching and modelling skills. Analysis and	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg

	evaluation of ideas.	
Materials lab-Food and nutrition and CAD/CAM	Understanding food theory. Use of CAD/CAM to design and manufacture products.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg
Design lab-Electronic steady hand game	Understanding electronic components and soldering. Using tools and equipment for electronic products. Health and safety.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg

Drama at the Archer Academy:

Programme of study in year 8:

In year 8 students study 6 key topics in depth. These include:

1. Time Machine
2. Melodrama
3. Macbeth
4. Romeo and Juliet
5. Presenting and performing texts - BME writers in theatre
6. West Side Story

How students' progress will be checked and assessed:

Students are assessed using the following:

- Devising/creating and performing.
- Rehearsal homework tasks.
- Peer-assessment
- Self-assessment.
- Formal assessment.
- Written reflections of levels and outcomes on personalised tracker

Students will have a personalised arts based tracker, allowing them to track their own progress. Lessons will continually include mini assessment based tasks and will also focus on the 'creating' level descriptors to ensure attainment and progress are at a high standard. Target setting through peer assessment discussions and home learning rehearsal based tasks enable students to strengthen progress within the 'creating' strand in drama.

During each lesson the creative outcome/ process is informally assessed. Teachers regularly refer to the 'creative' assessment criteria to assist understanding of progress and attainment. Students will be formally assessed on the 'reating' strand at end of scheme based on devised time scenes.

Peer assessment is an important strand of the year 8 drama course. Students evaluate others work and give targets for improvement in addition to praise. The use of level criteria will be actively used and students will comment applying drama specific terminology/language assisted by teachers questioning.

Students will reflect on their level and progress and will be required to self-assess their skills in discussion based tasks.

Time	Topic	Key Learning Outcomes	Extra Learning Opportunities
Autumn Term 1	Melodrama	<ul style="list-style-type: none"> To use practical exercises to explore the genre of melodrama. To work successfully individually, in small groups and in larger groups. To begin to explore a script in the genre of melodrama. To consider the concept of 'stock characters'. To explore the nature of the relationship between the villain and comic servant. To apply characterisation and gesture to explore roles within performance. To be able to effectively participate in a team to construct high quality scenes in group based learning. 	<p>Useful websites: https://kids.britannica.com/students/article/melodrama/329748</p> <p>Book titles: <i>History for Kids: An Illustrated Biography of Charlie Chaplin for Children</i> https://www.amazon.co.uk/History-Kids-Illustrated-Biography-Children/dp/1986009858/ref=sr_1_1?keywords=charlie+chaplin+book+for+children&qid=1584534023&sr=8-1</p>
Autumn Term 2	Time Travel	<ul style="list-style-type: none"> To create clear interpretations and context of scenes to the audience (based on time travel). To be an effective participator and creative thinker to construct high quality scenes. To apply a range of creative techniques such as a soundscape, sightlines, role on the wall, hot seating, repetition and unison based movement in physical theatre. To learn how to stay disciplined and focussed when rehearsing drama work. To develop confidence in directing and leading others in group work. 	<p>Useful websites: https://www.youtube.com/watch?v=90T7iLuzFgg <i>Time Machine</i> Film Trailer</p> <p>Useful book titles: <i>The Time Machine – HG Wells</i></p> <p>Audio book: https://www.audible.co.uk/ep/title?asin=B07PP8N213&source_code=M2M30DF1BkSH101514006R&&ipRedirectOverride=true</p>
Spring Term 1	Macbeth	<ul style="list-style-type: none"> To understand the narrative of Macbeth. To consider how vocal techniques can enhance atmosphere in drama. To use non-verbal communication effectively. 	<p>Videos: https://www.youtube.com/watch?v=RCsQ21ySfvA</p> <p>Witches Act 1: http://www.youtube.com/watch?v=RCsQ21ySfvA</p>

		<ul style="list-style-type: none"> • To interpret a role and display characteristics clearly to the audience. • To consider how to use body language and proxemics/spatial devices when in role. • To become an effective team worker and participator in partner work. • To discuss whether themes and issues in Romeo and Juliet are still relevant for today's society. • To use Shakespearean speech and understand the context. • To access Macbeth Shakespearean roles and understand their character traits 	<p>com/watch?v=WZcFnZ2ZMR0</p> <p>http://www.youtube.com/watch?v=wqW42PFrBw</p> <p>http://www.youtube.com/watch?v=yTBsKBfiUYI</p> <p>Macbeth and Lady M Ac1 Scene 7: https://www.youtube.com/watch?v=blkL-2UQkXo</p> <p>https://www.youtube.com/watch?v=qfnUq2_0FOY 25 minute animated version</p> <p>Book: <i>Macbeth</i> by William Shakespeare</p>
Spring Term 2	Romeo and Juliet	<ul style="list-style-type: none"> • To consider the dramatic potential of a still image. • To consider the setting of Romeo and Juliet. • To use non-verbal communication effectively. • To consider how to use body language and facial expressions. • To consider ways in which a piece of drama can be modernised or brought up to date. • To discuss whether themes and issues in Romeo and Juliet are still relevant for today's society. • To use the prologue speech as a stimulus to create still images. • To access some of the Shakespearean language • To devise a modern day scene of Romeo & Juliet linking to a specific genre/style. 	<p>Videos:</p> <p>https://www.youtube.com/watch?v=E1zHhOHTdm8</p> <p>Short video of plot:</p> <p>Book:</p> <p>Romeo and Juliet – William Shakespeare</p> <p>Plays:</p> <p>Romeo and Juliet & Juliet (Musical)</p> <p>Films:</p>

			Book: Macbeth – William Shakespeare
Summer Term 1	Devising – Independent Project	<ul style="list-style-type: none"> • To experiment with different drama mediums to create an interesting, well-crafted piece of drama. • To work creatively to challenge and develop ideas including those presented by others. • To devise performances which are appropriate for different audiences across a range of styles and genres, both serious and comedic. • To create and develop a character, adding depth, motivation and originality. • To explore drama which communicates a creative message to the audience and deals with challenging issues and themes. 	Videos: What is devising? https://www.youtube.com/watch?v=G0SEAObfIWQ RashDash Theatre Company https://www.youtube.com/watch?v=47QhuLMLDL8 Frantic assembly https://www.youtube.com/watch?v=gUqZPfGIX6U Books: <i>The Frantic Assembly Book of Devising Theatre</i> Also reading newspapers and watching documentaries on stories of interest to use verbatim or as a stimulus
Summer Term 2	West Side Story	<ul style="list-style-type: none"> • To sustain a role throughout the performance with confidence. • To use appropriate vocal and physical skills, refining them during rehearsal to create a clear character or role. • To use the performance space in original ways in order to tell the audience the message of the drama • To perform with complete commitment and imagination. • To apply a wide variety of devising techniques in performance, to communicate mood, atmosphere and meaning in a devised or scripted performance. 	Videos: Youth Actors Stage Production: https://www.youtube.com/watch?v=Zi8thLTKvco 1961 Film available to buy Books: <i>West Side Story – Irving Shulman Musicals The Definitive Illustrated History</i>

English at the Archer Academy:

Through the study of English, students will explore the ways in which the world around them is represented through images created through language. They will develop their sense of empathy through the exploration of characters and themes in various different poems, novels and short stories. These span a wide range of periods, genres, and authors to build a secure foundation of key concepts in English. Through discussion and collaborative activities students will reflect on their own perspectives and learn to appreciate the views of others.

English will develop students' analytical and reflective skills through the exploration of language at word level and through structural level.

Our curriculum choices for Key Stage Three are driven by the art of storytelling and writer's craft. Each year has been designed with an overarching theme sitting behind it; Y7 learning through the theme of 'New Worlds and Journeys' and Y8 'Relationships and the Community'. Students will be guided through a wide range of canonical and diverse literature and will be encouraged to become expressive, creative and exploratory in their own writing and responses to literature. Technical accuracy and grammar are interwoven into each unit of work, with opportunities to complete a 'Limitless Learning Project' that sits under each unit of work and offers opportunities to read beyond the selected topic and text. Each half term will end with a summative assessment that will focus on one set of assessment objectives: Reading or Writing Big Ideas.

English at Year 8: 'Relationships and the Community'

Building on prior knowledge from Y7, students enter the strange world of 'Monsters in Literature', spanning Greek mythology, Gothic antagonists and 21st century perceptions, with opportunities to study and analyse writers' craft and to experiment with their own creative writing. Students will begin to explore and empathise with writers' choices, perspectives, and challenge societal views towards characters such as the Minotaur, Mr Edward Hyde, and Miss Havisham. From here, students will be prepared to begin reading Dickens' *A Christmas Carol*; building on their own perceptions of 'monsters' and Dickens' stylistic choices while celebrating canonical literature. Spring Term will offer students a fantastic range of diverse fiction; including Angie Thomas, Elizabeth Acevedo, Bali Rai, Malorie Blackman and Tomi Adeyomi. Students will read, discuss, debate and create pieces of work inspired by the writers studied. Students will then use this knowledge to strengthen their understanding of Shakespeare's *Romeo and Juliet*. In the final term, students will explore a wide range of poetry, then complete the year with the novel *Lord of the Flies* by William Golding.

	Key Content	Supporting Resources
Half-term 1 Monsters in Literature	Reading and studying Literature's greatest monsters. Assessment: Analysing writers' choices and	<i>The Spook's Apprentice</i> Series by Joseph Delaney <i>Skulduggery Pleasant</i> by Derek Landy

	methods, creating a monster	<i>The Greek Myths</i> by Edith Hamilton <i>Grimm's Fairy Tales</i> by Jacob Grimm
Half-term 2 <i>A Christmas Carol</i> by Charles Dickens	Reading the novella, tracking the character of Scrooge Assessment: How does the character of Scrooge develop over the course of the novella?	<i>The Graveyard Book</i> by Neil Gaiman <i>The Ruby in the Smoke</i> by Philip Pullman <i>The Diamond of Drury</i> by Julia Golding
Half-term 3 Diverse Fiction	Exploring and celebrating literature from different cultures and parts of the world. Students are encouraged to explore different perspectives and experiment with writing styles. Assessment: Create your own short story.	<i>Tender Earth</i> by Sita Brahmachari <i>Stay A Little Longer</i> by Bali Rai <i>Skellig</i> by David Almond <i>Terror Kid</i> by Benjamin Zephaniah
Half-term 4 <i>Romeo and Juliet</i> by William Shakespeare	Reading and performing the play, tracking the characters' development and perceptions to the theme of love Assessment: How is the theme of love presented in the play?	<i>Noughts and Crosses</i> by Malorie Blackman <i>Love Frankie</i> by Jacqueline Wilson <i>We Come Apart</i> by Sarah Crossan <i>Ghost Boys</i> by Jewell Parker Rhodes
Half-term 5 Poetry at Heart	Reading, studying and performing poetry from different cultures and parts of the world. Students are encouraged to explore different perspectives and experiment with different poetic choices. Assessment: Create your own poem and commentary.	<i>The Poet X</i> by Elizabeth Acevedo <i>The Weight of Water</i> by Sarah Crossan <i>The Crossover</i> by Kwame Alexander
Half-term 6 <i>Lord of the Flies</i> by William Golding	Reading the novel as a class through the theme of relationships and character analysis. Assessment: How does the character of Ralph change over the course of the novel?	<i>To Kill a Mockingbird</i> by Harper Lee <i>The Catcher in the Rye</i> by JD Salinger <i>The Outsiders</i> by S E Hinton

French at the Archer Academy

Our Modern Foreign Languages curriculum aims to equip students with languages as a skill for life: the ability to communicate in French for further study, future work or for leisure and travel abroad, truly engaging with their community and beyond. Students will develop their cultural awareness and have a more open-minded attitude towards other cultures. Students will be encouraged to embrace the fact that we live in a rich and diverse world. Through learning a foreign language, students develop a deeper understanding of how language works, building a more powerful understanding of their own language.

French at Year 8

At the Archer Academy we follow the Dynamo curriculum in KS3. Students are taught French for two hours per week, with 30 minutes of homework using Memrise and the Dynamo workbook. Each lesson includes a range of the four key language skills of reading, writing, listening and speaking.

	Key Content	Assessment	Grammar	Supporting resources
Half-term 1	Les vacances – talking about past holidays, countries, travel	Reading Writing Speaking	Grammar covered in Year 7 is revisited and built upon. In addition, Year 8 students will learn :	Websites: www.memrise.com www.languagesonline.org www.pearsonactivelearn.com www.wordreference.com Books: <ul style="list-style-type: none"> • Dynamo 2 textbook • Dynamo 2 workbook • Pocket French dictionary
Half-term 2	Les fêtes – talking about celebrations and festivals	Listening Grammar	-the past tense -the comparative	
Half-term 3	Les loisirs – talking about free time activities	Reading Writing Speaking	-the superlative -reflexive verbs -irregular adjectives	
Half-term 4	Les régions de France – talking about different areas in France	Listening Grammar		
Half-term 5	Le sport – talking about sports and health	All skills		

Half-term 6	Ma santé: body parts, healthy lifestyle	Speaking		
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Geography at the Archer Academy

Geography allows students to explore the realms of time, space and place.

Students should understand the significance of location in the context of evolving society. As this changes over time, all students should recognise the influence of the past on the present and should be able to use this to inform their thoughts and ideas about the future geographical issues.

In studying economic, social, environmental and political motives, impacts and consequences, students should be able to understand the complexities of both the human and physical world at a range of different scales. Geography should develop students with enquiring minds, able to approach ideas analytically to make well informed decisions about the changing world around them. Students should be able to question the viewpoints of different stakeholders involved in geographical decision making and form their own opinions on topical matters showing mutual respect and understanding.

Through exploring local and global issues, students should foster a sense of care and compassion for the world in which they live. They should understand the importance of sustainability and be impassioned to make a difference. Geography should empower students to become active global citizens and make a positive impact to the world in which they live.

In year 8, students are taught Geography for 2 hours a week.

Geography at Year 8

What happens when the land meets the sea? Coasts in crisis

How are populations changing? Population explosion

How do we effectively carry out a geographical enquiry? Exploring our school environment – a geographical enquiry

Can we ever know enough about earthquakes and volcanoes to live safely? Plate tectonics

How is the UK landscape evolving? UK physical and human landscape

	Key Content	Supporting Resources
Half-term 1: What happens when the land meets the sea? Coasts in crisis	Students explore the physical processes along the coast, building and applying knowledge from the Rivers unit in Year 7. This unit also prepares students for the GCSE fieldwork, covering the core geography content.	Coasts: https://www.bbc.co.uk/bitesize/topics/z6bd7ty
Half-term 2: How are populations	A topical and UK-based topic, where students gain an understanding of the	Population:

changing? Population explosion	world and regional population trends from the past and future. Students explore population control methods and question their moral values. Students explore popular icon Hans Rosling through his seminar documentary and book, Factfulness.	https://www.bbc.co.uk/bitesize/topics/zg7nvcw
Half-term 3: How do we effectively carry out a geographical enquiry?	Students complete a geographical enquiry on the environmental quality of the school site. Students practice working collaboratively and independently throughout this project, as well as consolidating their understanding of a geographical enquiry, as taught in Year 7.	https://www.bbc.co.uk/bitesize/topics/zqbvvcw
Half-term 4: Can we ever know enough about earthquakes and volcanoes to live safely? Plate tectonics	A cross human and physical unit whereby students learn about the tectonic activities and the structure of the earth, then progress onto a series of case studies of tectonic hazards across a range of countries.	Tectonics: https://www.bbc.co.uk/bitesize/topics/zn476sg
Half-term 5: Revision and end of year exams	A structured revision programme to support student learning for subject knowledge and exam technique. Structured materials and tools are embedded to support students with the demands of linear assessments.	
Half-term 6: How is the UK landscape evolving? UK physical and human landscape	Students zoom into London as a more specific city case study, growing an appreciation of the area they live in and the growing issues of regeneration. Students question purpose and the impacts of regeneration, debating these against their own personal morals.	Urban areas: https://www.bbc.co.uk/bitesize/topics/z96vr82 Physical areas: https://www.bbc.co.uk/bitesize/topics/zhrjmp3

History at the Archer Academy:

In Year 8, students have the opportunity to investigate a range of key events in domestic and transcontinental history.

In the autumn term, students begin the year by learning about the Tudors and exploring the impact of Henry VIII's break from Rome. Assessments in this unit focus on knowledge and explanation. This is followed by historical interpretations of Oliver Cromwell. Here students are introduced to different views of Cromwell and the key assessment focuses on the extent to which he can be considered a 'hero.'

In the spring term, students will learn about the French Revolution. The primary focus here is on causation which students investigate in detail. In this unit, students revisit their knowledge and explanation skills. This is followed by the Trans-Atlantic Slave Trade. Students are introduced to work with primary sources and learn to ask deeper, more critical questions about how they can shed light on the past. Students also consider and evaluate the importance of historical context and how this can impact an artefact. Assessments in this unit focuses on developing this further.

In the summer term, the focus moves on to more recent events. Students learn about the legacy of World War One. This lends itself to developing critical thinking of the current world we live in.

Programme of study in year 8:

1. Religious Change in Tudor England 1500-1600
2. Interpretations of Cromwell 1599-1688
3. French Revolution
4. Atlantic Slave trade 1400- 1890
5. The legacy of WWI 1914-2016

Time	Topic	Key content	Extra Learning Opportunities
Autumn Term 1	Religious Change in Tudor England 1500-1600	Students will explore the period of the most controversial royal family; The Tudors. They explore reasons for Reformation and the contest for power. They will also learn about the social, economic, political and religious beliefs in the reign of each Tudor monarch. Students will investigate if and how England experienced a 'religious rollercoaster' under the Tudor monarchs.	Useful websites: http://www.bbc.co.uk/timelines/zxnbr82 https://www.bbc.co.uk/bitesize/guides/zghrd2p/revision/2 https://www.bbc.co.uk/bitesize/topics/zynp34j
Autumn Term 2	Interpretations of Cromwell 1599-1688	Students investigate the life and controversies of Oliver Cromwell. They explore various interpretations of him to use a range of evidence to formulate their own justified verdict. This unit allows students to use their knowledge to support and challenge interpretations offered in both written sources and satirical cartoons. They are also encouraged to analyse and evaluate the interpretations offered, their potential purpose and reliability. In addition to this, students explore historiography and how and why interpretations of Cromwell have changed over various time periods.	Useful websites: https://www.bbc.co.uk/bitesize/guides/z8vdmp3/revision/7 https://www.historyextra.com/period/stuart/oliver-cromwell-hero-or-villain/

Maths at the Archer Academy

Our vision for Maths at The Archer Academy is that students learn to think and act as real mathematicians, developing exceptional creativity and resilience in tackling challenging mathematical problems, deep conceptual understanding of the curriculum underpinned by rich imagery, and most of all, the love of learning mathematics that every true mathematician has.

Maths at Year 8

In Year 8, students continue to lay the foundations across the Big Ideas in Maths (Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics). Students enjoy our Festival of Mathematics, with a special project on Sierpinski Triangles. There is a special emphasis on:

- Developing resilience
- Problem solving
- Reasoning
- Rich tasks
- Creativity
- Investigations, UKMT Maths Challenge questions, stretch and challenge activities
- Learning key skills for GCSE such as how to revise independently, how to complete homework reliably, and self-motivation, and basic numeracy eg times tables, and laying out of working correctly.
- Developing a love of learning with an inspirational curriculum

	Key Content	Supporting Resources
Half-term 1	<p>01 Numbers & Number System Primes, Prime factors, HCF & LCM using Venn Diagrams, rounding to any significant figure & Standard Form.</p> <p>02 Calculating Calculating with negative numbers, using a calculator with positive & negative fractions, order of operations including powers & roots.</p> <p>03 Visualising & Constructing Explore enlargement of 2D shapes, use and interpret scale drawings, use and interpret bearings & explore ways of representing 3D shapes.</p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 2	<p>04 Probability Understand the meaning of probability, explore experiments and outcomes & develop understanding of probability.</p> <p>05 Algebraic Proficiency Expand a single bracket and factorise, collect terms (and identify like terms) and simplify an expression, know the laws of indices, substitute into formulae, change the subject of a formula.</p>	Hegarty Maths Corbett Maths Dr Frost Maths

	<p>06 Fractions, Decimals and Percentages Explore links between fractions, decimals and percentages. Identify if a fraction is terminating or recurring. Order a mixed list of fractions, decimals and percentages.</p> <p>07 Proportional Reasoning Identify ratio in a real-life context. Write a ratio to describe a situation. Investigate the connection between ratio and proportion. Solve problems involving proportional reasoning. Solve problems involving compound units.</p>	
Half-term 3	<p>08 Sequences Explore sequences, including generating sequences using a term to term rule and the nth term rule. Find the nth term and use it to deduce whether a number is in the sequence.</p> <p>09 Angles Identify alternate and corresponding angles and use them to calculate missing angles in geometrical diagrams. Develop knowledge of angles (in a triangle, on a straight line etc). Establish the size of interior and exterior angles in polygons.</p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 4	<p>10 Calculating with Fractions, Decimals and Percentages Identify the multiplier for a percentage increase or decrease. Calculate and solve problems involving percentage change. Reverse percentages. Solve financial problems including simple interest.</p> <p>11 Equations Solve linear equations with the unknown on one side and both sides. Solve three step linear equations with the unknown on both sides, with brackets, and when the answer is fractional or negative. Recognise the point of intersection of two graphs. Solve linear equations involving algebraic fractions.</p> <p>12 Calculating Space Investigate circles by discovering pi & solve problems involving circles. Explore prisms and cylinders including finding areas & volumes.</p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 5	<p>13 Graphs Plot and interpret linear graphs, including understanding the concept of a gradient. Plot quadratic graphs & distinguish between linear and quadratic. Plot and interpret distance-time graphs (speed-time graphs) & find</p>	Hegarty Maths Corbett Maths Dr Frost Maths

	<p>approximate solutions to kinematic problems involving distance and speed.</p> <p>14 Probability 2</p> <p>Listing outcomes using a Venn diagram, a sample space diagram & two-way table. Use frequency trees to record outcomes and make conclusions of probability experiments. Use theoretical probability to calculate expected outcomes. Use experimental probability to calculate expected outcomes.</p>	
Half-term 6	<p>15 Presenting Data</p> <p>Interpret & construct a grouped frequency table for continuous data. Interpret histograms for grouped data with equal class intervals. Plot a scatter diagram of bivariate data. Understand the meaning of 'correlation'. Interpret a scatter diagram using understanding of correlation.</p> <p>16 Measuring Data</p> <p>Investigate averages (Mean, Median, Mode & Range). Calculate an estimate of the mean & range from a grouped frequency table. Analyse and compare sets of data. Choose appropriate statistics & justify to describe a set of data.</p> <p>17 Equations</p> <p>Recap solving linear equations with the unknown on both sides, brackets on one or both sides, with negative/fractional solutions. Solve linear equations with algebraic fractions. Form linear equations from word problems, including complex equations with fractions and brackets.</p> <p>18 Changing the Subject</p> <p>Form expressions from word problems & function machines. Simplify expressions by using index laws. Form and solve equations from angle, shape (area or perimeter) problems. Form and solve equations from word problems. Spend several lessons changing the subject, working through from easy to very challenging 4 or 5 step expressions.</p>	Hegarty Maths Corbett Maths Dr Frost Maths

Music at the Archer Academy

To study music is to put into action, imagination and language a highly academic art form. Music is as engaging as it is challenging, and Music at the Archer caters to all levels and prior experiences so that every child is able to thrive.

As part of the KS3 curriculum, students develop skills across three key areas – Composition, Performance and Critical Listening. As students develop their understanding of different types of music they are able to identify musical material, as well as the contextual purpose of any pieces of music.

In Performance, students will learn, or expand upon, previous musical learning – including the reading of music notation and graphic scores. They learn to play a variety of music, from different styles – and have the choice of numerous instruments. There are opportunities to work in groups, pairs and solo ventures. From Beethoven to Bond, James Bond – students progress throughout as the musical demands increase.

With Composition, students combine their understanding of key musical components with their own creativity. They learn to emulate styles and create moods through chords, melody, texture, dynamics and tempo. Group composition supports students with their peer relationships, communication and organisation skills.

Listening and Appraisal is where students learn to explain what they are hearing. From the musical science of sound, to the acknowledgement of the composer's intentions and influences. Appraising music requires students to utilise complex vocabulary and a variety of adjectives, as well as Italian terminology and theoretical musical terms.

Music is a highly inclusive subject which promotes the discussion and understanding of social, historical, geographical and emotional contexts. Students will leave Key Stage 3 with a broader knowledge of humanity as a result of studying music, and the ability to play Eye of the Tiger on the xylophone. Year 8 students study Music for one hour a week.

Music at Year 8

L.V. Beethoven
Minimalism
The Evolution of Pop Music
Spanish Music
Reggae
West Side Story

Topic	Key Content
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L.V. Beethoven	Fur Elise/Ode to Joy – romantic music, performance
Minimalism	Ostinato, metric displacement, pulse, simplicity
The Evolution of Pop Music	Eye of the Tiger, music technology, performance
Spanish Music	Carmen the Opera, syncopation, ornaments
Reggae	Buffalo Soldier, Bob Marley, Civil Rights
West Side Story	Musical fusion, America, Compound Time

Science at the Archer Academy

Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

Science at Year 8

Year 8 is a very exciting time for science learning. Students have the opportunity to experience the scientific method at its most basic level. We will be performing a number of stimulating practicals which aim to inspire the future generation of scientists. Through our simple methodology of "Predict. Observe. Explain.", we give students curiosity-based science questions for which they are given time to plan an experiment, predict observations, perform the experiment, and finally try to explain how the science works.

	Key Content	Supporting Resources
Half-term 1	<p>How Science Really Works</p> <p>For this theme we delve deeper into the fundamentals of science, with a specific look at types of variables used in scientific experiments. We finish the theme with a bang as we do experiments with party poppers.</p>	<p>AQA Activate 2 pages 2-16</p> <p>https://www.bbc.co.uk/bitesize/guides/z4nxx39/revision/1</p>
Half-term 2	<p>Matter & Forces</p> <p>For this physics theme, we delve into the intricacies of specific groups of the periodic table. There are many experiments to be had, as well as spotting patterns which the great Mendeleev has laid out for us.</p>	<p>AQA Activate 2 pages 68-86</p> <p>https://www.bbc.co.uk/bitesize/guides/zt2hqv4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z84wixs/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z3g8d2p/revision/4</p>
Half-term 3	<p>Staying Healthy</p> <p>For this biology theme, the students take the time to research their own bodies; with specific details on the respiratory system, the digestive system, and substance abuse. We share discussions, facts, and opinions on the use of recreational</p>	<p>AQA Activate 2 pages 122-142</p> <p>https://www.bbc.co.uk/bitesize/clips/zvsjxnb</p>

	drugs including tobacco, alcohol, and illegal drugs.	https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/1
Half-term 4	Energy & Waves With the physics theme of Energy & Waves, we look in detail at the phenomena of sound and light. We research these seemingly simple, everyday occurrences and how they can be used, observed, and experimented with.	AQA Activate 2 pages 46-64 https://www.bbc.co.uk/bitesize/topics/zc3q87h https://www.bbc.co.uk/bitesize/topics/zw982hv
Half-term 5	Life & Death Life and Death is a biology theme which experiments with the concepts of ecosystems and genetics. We research how ecosystems are impacted by biotic and abiotic factors as well as how to support the reduction of global biodiversity.	AQA Activate 2 pages 164-180 https://www.bbc.co.uk/bitesize/topics/zxhhvcw https://www.bbc.co.uk/bitesize/guides/zp7thyc/revision/1
Half-term 6	Reactions This chemistry theme ends the year with some excellent experiments which are fundamental to the GCSE specification. We experiment with substances thermally decomposing as well as understanding the concepts of conservation of mass.	AQA Activate 2 pages 90-104 https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/1 https://www.bbc.co.uk/bitesize/guides/zysbgk7/revision/1

Spanish at the Archer Academy:

Our Modern Foreign Languages curriculum aims to equip students with languages as a skill for life: the ability to communicate in Spanish for further study, future work or for leisure and travel abroad, truly engaging with their community and beyond. Students will develop their cultural awareness and have a more open-minded attitude towards other cultures. Students will be encouraged to embrace that fact we live in a rich and diverse world. Through learning a foreign language, students develop a deeper understanding of how language works, building a more powerful understanding of their own language.

Spanish at Year 8

At the Archer Academy we follow the Viva curriculum in KS3. Students are taught Spanish for two hours per week, with 30 minutes of homework using Memrise and the Viva workbook. Each lesson includes a range of the four key language skills of reading, writing, listening and speaking.

	Key Content	Assessment	Grammar	Supporting Resources
Half-term 1	Mis vacaciones – describing a past holiday, saying what you did and what it was like	Reading Writing Speaking	Grammar covered in Year 7 is revisited and built upon.	Websites: www.memrise.com www.languagesonline.org www.pearsonactivelearn.com www.wordreference.com Books: <ul style="list-style-type: none"> • Viva 2 textbook • Viva 2 workbook • Pocket Spanish dictionary
Half-term 2	Todo sobre mi vida – what you use your phone for, music, TV, activities in the past	Listening Grammar	In addition, Year 8 students will learn :	
Half-term 3	A comer – what food you like, meal times, ordering food, party food	Reading Writing Speaking	-the past tense -the comparative -the superlative	
Half-term 4	Qué hacemos – arranging to go out, making excuses, getting ready, clothes	Listening Grammar	-reflexive verbs - irregular adjectives	
Half-term 5	Operación verano – holiday homes,	All skills		

	holiday activities, directions, summer camps			
Half-term 6	Salud: body parts, healthy lifestyle	Speaking		

SPPEC (Society, Politics, Philosophy, Economics and Culture) at the Archer Academy

SPPEC is a unique subject – only Archer does it. Our aim is to equip young people with the skills and knowledge to participate, understand and thrive in modern society. Throughout years 8, 9, 10 & 11, students will explore increasingly in-depth and controversial current-affairs-driven content that will enable them to make sense of the increasingly confusing world around them.

NB: as SPPEC is a current-affairs-driven subject, we will incorporate this into each starter (“what’s in the news” section). We will also include reactive lessons to respond to any major world/UK events that we think need to be addressed. Therefore, the curriculum plan below may be subject to change.

SPPEC at Year 8:

We begin our SPPEC journey in Year 8 with a one-term module on Religions in Society (as part of a three-termly carousel with Literacy and Computer Science). In this module, students will develop a baseline understanding of the beliefs and practices of the 6 largest world religions, as well explore some more “fringe” belief systems later on in the unit.

	Key Content
Two tutor groups will study the same content on a carousel basis for one term each	Introduction and definition of religion and religious concepts. Beliefs and practices of the 6 biggest world religions (in alphabetical order): <ul style="list-style-type: none">• Buddhism• Christianity• Hinduism• Islam• Judaism• Sikhism

Thematic Learning at the Archer Academy:

Unique to The Archer Academy, Thematic Learning is a highlight of the Year 7 and 8 curriculum. Students study a variety of topics thematically rather than through the lens of one particular subject. It therefore crosses over into multiple disciplines well beyond those usually studied by a student in KS3. It is an opportunity to broaden horizons and hopefully encourage students to develop their critical thinking and curiosity. Each unit demands pupils hone their analytical and creative skills whilst improving their literacy both orally and in writing.

Thematic Learning often reflects contemporary issues and builds on student cultural capital. Throughout the two years we take full advantage of the wider community: for example, inviting in outside speakers, delivering workshops in primary schools and trips to London sites and galleries. At the very highest level students independently use Thematic as a springboard for synthesising ideas and making invaluable links between subjects at school and issues beyond the classroom. It is a critical foundation for the options available to students in KS4 offering them a taste of a wide range of topics and ideas often not encountered so early in one's school journey.

Thematic Learning in Year 8

Topic 1: Theme Parks

Topic 2: Environment

Topic 3: Protest

Topic 4: Disease

Topic 5: Sport and Society

Topic 6: 10er challenge

	Key Content	Supporting Resources
Half-term 1 Theme Parks	Students work in groups of 3 – 4 to design a theme park and then present their ideas to the class. The best group will then perform their pitch to the whole year group and to a small group of 'experts'.	Theme Park insider
Half-term 2 Environment	Students will complete a series of lessons relating to different aspects of the environment. Topics covered include: why global warming matters; Greta Thunberg; energy sources; the main environmental challenges; plastics; and global warming across the globe.	Earth Watch United Nations Environment Programme Oceana Surfers against sewage WWF

<p>Half-term 3 Protest</p>	<p>Students will complete a series of lessons relating to different protests that have taken place throughout time. Topics covered include: Black Lives Matter; Suffragettes; Gandhi; and Hong Kong.</p>	<p>Black Lives Matter</p> <p>History Press – Suffragettes</p> <p>Britannica – Gandhi</p> <p>Guardian – Hong Kong protests</p>
<p>Half-term 4 Disease</p>	<p>Students will complete a series of lessons relating to different diseases that have taken place throughout time. Topics covered include: Cholera; Ebola; HIV/AIDS; Malaria; and Polio.</p>	<p>Cholera – World Health Organization</p> <p>Ebola virus disease - World Health Organization</p> <p>HIV and AIDS – NHS</p>
<p>Half-term 5 Sport and Society</p>	<p>Students will complete a series of lessons relating to different aspects of sport and society. Topics covered include: history of sport; inequalities within sport; drugs and money; politics and sport; and Esports</p>	<p>Women in sport – Equality in Sport</p> <p>History of sports – topend sports</p> <p>Should we keep politics out of sport? – The New Yorker</p>
<p>Half-term 6 10er challenge</p>	<p>Students will be assessed as a group and their pitch will be assessed by the teacher and peer assessed by the class.</p> <p>Students will be assessed against the following big ideas:</p> <p>Collaborative – how well can students work together?</p> <p>Articulate – how well can students verbally share their ideas?</p> <p>Creative – how original is the business idea?</p>	<p>Tenner Challenge – tenner.org.uk</p>