

### 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 9 (KS4 transition year)

Students will begin with a Structure and Surfaces project. They will be encouraged to plan out original compositions, to use fonts to their advantage, to analyse the work of relevant artists. Students will be introduced to the concept of pastiche work and will now be shown how to extend their studies by developing relevant reference to enable them to produce original, experimental homages. Techniques will be refined; more time will be given to produce careful work.

During the second term, students will focus on a ceramic artist and will be taken through the design process of Grayson Perry. Students will produce a piece of detailed clay work and will learn various clay techniques including glazing.

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-terms 1 - 2	<b>Structure and Surfaces:</b> A focus on the work of the artist: Brendan Neiland.	An opportunity to create pastiches and homages in a range of appropriate materials.
Half-terms 3 - 4	<b>Ceramic Design:</b> A focus on the work of artist Grayson Perry. Original, relevant designs may be developed. Other clay techniques and ceramic artists will be explored.	Collage, design drawing techniques, clay work and glaze.
Half-terms 5 - 6	A look at a variety of other artists, using grid techniques, wire and some refined multimedia work.	Various

## 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 9 students who opt for Dance study for two hours a week.

### Dance at Year 9 (KS4 transition year)

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.

<b>Topic</b>	<b>Key Content</b>
Contemporary Technique	Developing performance skill through swing, floor-work and travel sequences.
Group Composition	Stimulus, motif & development, action, dynamics, space & relationships, choreographic devices, communication of choreographic intent
The Basics: Performance skills/choreographic knowledge and processes	Physical, technical, mental & expressive skills: identification and improvement. Writing about choreography.
Motifs: Dance Tek Warriors	Duets, motif and development, partner work.

Set Phrases	Breathe, Shift, Scoop – contemporary dance performance.
Professional works practical: Anthology Workshops	A Linha Curva, Within Her Eyes, Shadows, Infra, Emancipation of Expressionism, Artificial Things

## 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 to understand 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.

### DT in Year 9 (KS4 transition year)

Materials lab- Timber storage project  
Design lab- Design skills - redesign a public space  
Materials lab- Batch-produced desk lamp  
Design lab- CAD architecture project

	<b>Key Content</b>	<b>Supporting Resources</b>
Design lab- Design skills- redesign a public space	Identifying design problems and solutions. Sketching and graphic skills. Analysis and evaluation of ideas.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg</a>
Materials lab- Timber storage project	The properties and categories of timbers and polymers. The use of tools and equipment to manufacture products. Health and safety.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg</a>
Materials lab- Batch- produced desk lamp	Knowledge of batch production. Use of machinery to manufacture items. Quality control. Soldering of circuits.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg</a>
Design lab- CAD architecture project	Sketching of design ideas. Use of 3d design software to model and prototype ideas.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg</a>

Design theory	Knowledge and understanding of design theory. How products change over time. Inclusive design. Emerging technologies.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg</a>
Design lab- Microcontroller project	Knowledge and understanding of how microcontrollers are embedded into products. Use of microcontrollers to embed intelligence in a product.	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg">https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg</a>

## 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.

### English at Year 9 (KS4 transition year)

In the English curriculum, we pride ourselves in ensuring that each unit is designed to promote exploratory and inquisitive thinking before entering Key Stage 4. Our mission statement for Y9 is to offer scope to go beyond the topic, motivate students to consider and investigate cross curricular links, and inspire students to enjoy and appreciate classic literature texts.

We begin the Autumn term by introducing an important 20<sup>th</sup> century novella: *Animal Farm* by George Orwell. Students will read the novella and learn its historical, cultural and social significance while being introduced to literary and critical thinking. Students will use their new critical thinking skills by reading, watching and performing one of Shakespeare's tragedies *Othello*; focusing on the tragic genre and refining our critical thinking when analysing the characterisation of *Othello*. In the Spring term, students will be reading through a wide range of nonfiction texts and poetry through the theme of Power and Conflict. In the Summer term, students will have a shared experience of reading Willy Russell's *Blood Brothers*, and will finish the year by reading *Never Let Me Go* by Kazuo Ishiguro as part of their transition work over the summer for Key Stage 4.

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-term 1 <i>Animal Farm</i> by George Orwell	Reading the novella as a class through the theme of manipulation and character analysis. Assessment: How is the theme of manipulation presented in the novella?	<i>Brave New World</i> by Aldous Huxley <i>1984</i> by George Orwell <i>Fahrenheit 451</i> by Ray Bradbury
Half-term 2 <i>Othello</i> by William Shakespeare	Reading and performing the play, tracking the characters' development and the theme of jealousy. Assessment: How does the character of <i>Othello</i>	<i>Chasing the Stars</i> by Malorie Blackman <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Natives: Race and Class in the Ruins of Empire</i> by Akala

	change over the course of the play?	
Half-term 3 Power and Conflict in Nonfiction	Reading a wide range of nonfiction texts Assessment: Analysing language in a non-fiction text, and creating your own opinion piece for a broadsheet newspaper.	<i>We Should All Be Feminists</i> by Chimamanda Ngozi Adiche <i>Notes from a Small Island</i> by Bill Bryson <i>Why I'm No Longer Talking to White People About Race</i> by Reni Eddo-Lodge
Half-term 4 Power and Conflict in Poetry	Reading, studying and performing poetry from different cultures and parts of the world through the lens of power and conflict. Assessment: How does the poet present the theme of power/conflict in this poem?	<i>The Hate U Give</i> by Angie Thomas <i>The Black Flamingo</i> by Dean Atta <i>The Good Girl's Guide to Murder</i> by Holly Jackson
Half-term 5 <i>Blood Brothers</i> by Willy Russell	Reading and performing the play, tracking the characters' development and the theme of social classes, with links to <i>An Inspector Calls</i> by Priestley. Assessment: How does Russell use Edward and Mickey to present ideas about social class?	<i>Paddy Clarke Ha Ha Ha</i> by Roddy Doyle <i>Pigeon English</i> by Stephen Kelman <i>A View from a Bridge</i> by Arthur Miller
Half-term 6 Read like a Writer, Write Like a Reader	Reading a wide range of 19 <sup>th</sup> -21 <sup>st</sup> century literature through the lens of power and conflict, while developing literary and critical style thinking. Assessment: An essay that studies the writing craft of a fictional extract, and writing a short story.	<i>Rebecca</i> by Daphne Du Maurier <i>My Beautiful Friend</i> by Elena Ferrante <i>The Road</i> by Cormac McCarthy

## 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 9 (KS4 transition year)

At the Archer Academy we follow the AQA Studio GCSE course for GCSE. In Year 9 students begin this course and cover the first 3 modules of Studio GCSE. Students continue to have 2 hours of French per week in Year 9, with 1 hour of homework using Memrise and the AQA GCSE grammar and translation workbook. Our Year 9 curriculum builds upon the foundations of the vocabulary, grammar and skills developed in KS3 whilst adding complexity through more complex grammar and development of core GCSE skills such as role-play, the photo card and understanding authentic resources. There are two tiers to the GCSE course – Foundation (grades 1-5) and Higher (grades 5-9). Decisions around tiers of entry for GCSE exams will be made in Year 11, dependant on students' progress.

	Key Content	Assessment	Grammar	Supporting resources
Half-term 1	<b>Module 1: Qui suis-je?</b> – friendship, family relationships.	Listening Grammar	Grammar covered in KS3 is revisited and built upon.  In addition, Year 9 students will learn:	<b>Websites:</b> <a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.languagesonline.org">www.languagesonline.org</a> <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a>  <b>Books:</b> <ul style="list-style-type: none"> <li>• Studio AQA GCSE textbook</li> <li>• Studio AQA grammar and translation workbook</li> <li>• French dictionary</li> </ul>
Half-term 2	<b>Module 1: Qui suis-je?</b> –making plans, describing a night out with friends, childhood.	Reading Writing Speaking		
Half-term 3	<b>Module 2: Le temps des loisirs</b> – sport, life online.	Listening Grammar	-the imperfect tense -direct object pronouns	
Half-term 4	<b>Module 2: Le temps des loisirs:</b> books and	Reading Writing Speaking		



	reading, TV, films.		-modal verbs -the pronoun <i>en</i> -asking questions	
Half-term 5	<b>Module 3:</b> <b>jours ordinaires,</b> <b>jours de fête</b> – daily routine, clothing.	All skills		
Half-term 6	<b>Module 3:</b> <b>jours ordinaires,</b> <b>jours de fête</b> – festivals and celebrations.	Speaking		

## 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.

### Geography at Year 9 (KS4 transition year)

Developing country: Africa

Emerging country: Brazil

Developed country: USA

Biomes and DME

Energy

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-term 1: Developing countries: Africa	A study of the physical and human geographies of countries across Africa, and question how these vary and differ. Students dispel any myths, misconceptions, misunderstandings or generalisations about Africa.	Seneca Learning > Geography: KS3 > 17 Analysis of Africa <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
Half-term 2: Emerging countries: Brazil	A study of physical and human geographies of Brazil, with a focus on the intent and impacts of the Olympics.  Students begin to develop core assessment skills, AO 3 and 4, where	Seneca Learning > Geography: KS3 > 3 Geography of the World > 3.1 North and South America

	they practice making judgements and begin using resources to answer questions.	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
Half-term 3: Developed country: USA	<p>A brief introduction to the USA. Students question if it holds super power status, and lead their own research led projects on who they believe is the most influential American. Students have opportunities to present these presentations to the class, gaining confidence and mutual respect for one another.</p> <p>The unit continues to look at the causes and impacts of atmospheric hazards in America, namely hurricanes.</p>	<p>Seneca Learning &gt; Geography: KS3 &gt; 17 Analysis of Africa</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>
Half-term 4: Biomes and DME	<p>A very physical geography unit, exploring global biomes, particularly rainforests and taiga/boreal forests.</p> <p>Students are taught a range of geographical resources, and will be introduced to Decision Making Exercises.</p> <p>The content and exam skills are strong preparation for their Paper 3 component at GCSE level.</p>	<p>Seneca Learning &gt; Geography: KS3 &gt; 15 Ecosystems</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>
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: Energy	<p>An opportunity for students to gain an understanding of energy use trends, and question the sustainability of our current rates of consumption.</p> <p>Students explore fracking in their own local areas, and energy use in vulnerable ecologically sensitive areas outside the UK.</p>	<p>Seneca Learning &gt; Geography: KS3 &gt; 7 Natural Resources</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>

## **History at the Archer Academy:**

### **Programme of study in year 9:**

**In year 9** all students have two hours of History taught by a subject specialist.

The focus is on 20<sup>th</sup> century history.

### **In year 9 students study the units below:**

- World War I
- Causes of World War II
- The Red Scare
- The Cold War
- US Civil Rights
- Life in Nazi Germany
- The Holocaust

The units focus on inquiry questions to encourage an analytical focus and, in particular, to appreciate the varying narratives of the past. Each unit is assessed, this can take the form of source based assessment, a short focused PEAL paragraph or a full length essay. This is to check students overall progress in relation to knowledge, skills and ability to recall information.

Time	Topic	Key content	Extra Learning Opportunities
Autumn Term 1	World War I	<p>This unit is based around the causes, the war itself and the impact of war. In order to explore these areas fully, 3 enquiry questions are posed:</p> <p><b>Did the death of one man cause WWI?</b> When considering this question, students are encouraged to weigh up the long and short term causes of WWI.</p> <p><b>Why was WWI described as the 'Great War'?</b> This inquiry considers the extent of war both in terms of the geographical parameters as well as the impact of war. Students explore the contribution of those from within the British Empire e.g. the Sepoys as well as looking at the conditions in the trenches. They even have the opportunity to handle a real artefact from 1917!</p> <p><b>How can life improve because of war?</b> Here the students find out about the inherent costs of war but also the advances that can be made in terms of medicine, technology and communications.</p>	<p>Useful websites: <a href="https://www.bbc.co.uk/bitesize/guides/zsh9bk7/revision/5">https://www.bbc.co.uk/bitesize/guides/zsh9bk7/revision/5</a></p> <p><a href="https://www.iwm.org.uk/history/first-world-war">https://www.iwm.org.uk/history/first-world-war</a></p> <p><a href="https://www.history.com/topics/world-war-i/world-war-i-history">https://www.history.com/topics/world-war-i/world-war-i-history</a></p> <p>Book titles: '<i>Line of Fire</i>' by Bourroux '<i>Poppy</i>' by Mary Hooper</p> <p>Extended learning: <a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a> <i>All Quiet On the Western Front</i> (Erich Maria Remarque) <i>A Farewell to Arms</i> (Ernest Hemingway) Poems from the First World War (e.g. Brooke, Owen, Sassoon etc.)</p>
Autumn Term 2	Causes of WWII	<p>This unit focuses on the central question:</p> <p><b>Can we point the finger of blame on Hitler alone for causing WWII?</b></p> <p>Students explore the role of Hitler and his foreign policy in the lead up to the outbreak of the war. They also consider the contributing factors of the economic depression, appeasement and the Treaty of Versailles and the impact on each of these on international relations in the 1930s.</p>	<p>Useful websites: <a href="https://www.bbc.co.uk/bitesize/guides/zsh9bk7/revision/5">https://www.bbc.co.uk/bitesize/guides/zsh9bk7/revision/5</a></p> <p><a href="https://www.mrallsophistory.com/revision/">https://www.mrallsophistory.com/revision/</a></p> <p>Book titles: <i>Winston Churchill</i> by Christopher Catherwood <i>Appeasing Hitler</i> by Tim Bouverie <i>Munich</i> by Robert Harris</p> <p>Extended learning: <a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a></p>

			<p><i>Of Mice and Men</i> by John Steinbeck</p> <p><i>I Capture the Castle</i> by Dodie Smith</p>
Spring term 1	The Red Scare	<p>This unit introduces year 9s to the political ideologies which dominated the 20<sup>th</sup> century namely Communism and Capitalism.</p> <p>The first enquiry is:</p> <p><b>Why was USA so scared of the colour red?</b></p> <p>Students gain an understanding of the American perspective of Communism and the Red Scare which was overseen by McCarthy and the impact of McCarthyism.</p>	<p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z39t7hv/revision/3">https://www.bbc.co.uk/bitesize/guides/z39t7hv/revision/3</a></p> <p><a href="https://schoolhistory.co.uk/notes/the-red-scare/">https://schoolhistory.co.uk/notes/the-red-scare/</a></p> <p>Book titles:</p> <p><i>Animal Farm</i> by George Orwell</p> <p>Extended learning:</p> <p><a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a></p> <p><i>The Crucible</i> Arthur Miller</p>
Spring Term 2	The Cold War	<p>The Red Scare leads on to their next inquiry question:</p> <p><b>Did the CW ever reach boiling point?</b></p> <p>Here the focus is on the key events within the Cold War and an analysis of the severity of these. Students study USSR expansion in Eastern Europe and the US response to this e.g. The Truman Doctrine as well as seeing the escalation of crises including the Cuban Missile Crisis, Vietnam and the Afghan War. The final element of this unit is to explore interpretations of the causes of the Cold War By asking ‘Did aggressive Stalin cause the Cold War’? Students have to weigh up the US Orthodox interpretations forged during the Red Scare with later revisionist approaches and draw their own conclusions.</p>	<p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1</a></p> <p>Book titles:</p> <p>The Cold War by John Lewis Gaddis</p> <p>Extended learning:</p> <p><a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a></p> <p><i>Watchmen</i> (Alan Moore) – Graphic Novel</p> <p><i>The Quiet American</i> (Graham Greene)</p> <p><i>Tinker, Tailor, Soldier, Spy</i> (John Le Carre)</p> <p><i>1984</i> (George Orwell)</p> <p><i>The Man in the High Castle</i> (Philip K. Dick)</p>

			<p><i>One Day in the Life of Ivan Denisovich</i> - Aleksandr Solzhenitsyn</p> <p><i>Stasiland</i> – Anna Funder</p>
Summer term 1	US Civil Rights	<p>Students here are posed the question:</p> <p><b>From racist state to black president – how did THAT happen in 40 years?</b></p> <p>Within this unit, students focus on the laws of segregation and the impact this had on daily lives for example the tragic story of Emmett Till. The focus is on the roles of individuals in addressing the issue of civil rights in USA and include Martin Luther King Jr, Malcolm X, Elizabeth Eckford, Rosa Parks and the Presidents of the US over that time period. The final assessment asks students to evaluate the role of individuals and to assess whether they feel that change happened thanks to the efforts of presidents or activists. Students are required to weigh up the evidence and decide for themselves who the instigators of change were in this period of time.</p>	<p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zdfcwmn/revision/10">https://www.bbc.co.uk/bitesize/guides/zdfcwmn/revision/10</a></p> <p>Book titles:</p> <p>The Help (Kathryn Stockett)</p> <p>Invisible Man (Ralph Ellison)</p> <p>Scotsboro (Ellen Feldman)</p> <p>I know why the caged bird sings (Maya Angelou)</p> <p>Dreams from my Father (Barack Obama)</p> <p>To Kill a Mockingbird Harper Lee</p> <p>Extended learning:</p> <p><a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a></p>
Summer term 2	Life in Nazi Germany and the Holocaust	<p>Here students focus on life in Germany 1933-1939.</p> <p>Questioning <b>What was life like for Germans under Hitler's rule?</b> Students will explore the impact of Nazi ideology in different areas of society including women, youth and political opposition as well as finding out about the outcomes for those classified as 'untermensch' (subhumans) under Hitler's Aryan ideology.</p> <p>The students will then be asked <b>how did Hitler's ideology lead to genocide?</b> In this, they find out about the impact of WWII on Germany and the advent of the Final Solution. This will be an opportunity to understand the processes of Genocide as well as the impact this has on individuals and communities. Here there will be an opportunity to not just learn about the Holocaust but also to learn from it and to</p>	<p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/1">https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/1</a></p> <p><a href="https://www.iwm.org.uk/history/what-was-the-holocaust">https://www.iwm.org.uk/history/what-was-the-holocaust</a></p> <p>Book titles:</p> <ul style="list-style-type: none"> <li>• <i>Alone in Berlin</i> (Hans Fallada)</li> <li>• <i>Friedrich</i> (Hans Peter Richter)</li> <li>• <i>Look Who's Back</i> (Timur Vermes)</li> <li>• <i>Maus</i> (Art Spiegelman) - graphic novel</li> <li>• <i>The Book Thief</i> (Markus Zusak)</li> </ul>

		look at more recent genocides as well as the actions of individuals when faced with extreme adversity.	<ul style="list-style-type: none"><li>• <i>Anne Frank's Diary</i> (Anne Frank)</li><li>• <i>Annexed</i> (Sharon Dogar)</li><li>• <i>Schindler's List</i> (Thomas Keneally)</li><li>• <i>The Promise</i> (Eva Schloss)</li></ul> <p>Extended learning: <a href="https://meanwhileelsewhereinhistory.wordpress.com/">https://meanwhileelsewhereinhistory.wordpress.com/</a></p>
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## 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 9

In Year 9, students continue to work on the same Big Ideas (Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics). Students have an opportunity to take up extra GCSE's in Further Maths or Statistics in Years 10 and 11. The course develops in complexity, and students continue to focus on:

- Developing resilience
- Fluency
- Problem solving
- Reasoning
- Developing a love of learning with an inspirational curriculum, while also developing their exam technique and the structure of their work.

Opportunities to develop students' understanding are available through the Passport to Success system, securing the key skills which open doors to more challenging topics. Extensive support is available throughout students' school careers to ensure every child is stretched and challenged, and receives tailored support where necessary.

Students take their Maths GCSE with Edexcel, which consists of three 90-minute exams, one without a calculator, and two with a calculator.

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-term 1	<b>01 Indices &amp; Standard Form</b> Calculating using roots and indices, including Standard Form. <b>02 Loci</b> Constructing shapes using ruler & compasses. Drawing the locus of a shape. <b>03 Algebraic Proficiency</b> -Changing the subject of a formula, expanding & factorising.	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 2	<b>04 Ratio &amp; Proportion</b> Solve problems involving Proportional reasoning, including compound measures. Similar & congruent shapes. <b>05 Sequences</b> Using & finding the Nth Term for linear & quadratic sequences <b>06 Solving equations &amp; inequalities</b> with variables on both sides.	Hegarty Maths Corbett Maths Dr Frost Maths

Half-term 3	<p><b>07 Geometry</b> Circle formulae: circumference, area, including volumes &amp; surface areas of prisms Pythagoras' Theorem in 2 dimensions</p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 4	<p><b>08 Congruency</b> Solving problems that involve angle facts &amp; shape definitions, including Congruence criteria. <b>09 Probability</b> Using Sample Space, Venn and Tree diagrams to illustrate probabilities. Includes two-way tables.</p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 5	<p><b>10 Graphs of equations.</b> All aspects of <math>y = mx + c</math> including finding the equation of a line through two points. Plotting quadratics, and have awareness of cubic &amp; reciprocals. <b>11 Derive and solve two linear simultaneous equations.</b></p>	Hegarty Maths Corbett Maths Dr Frost Maths
Half-term 6	<p><b>12 Statistics</b> Construct &amp; use Scatter plots. Construct &amp; use Time Series graphs. Finding averages from tables. <b>13 Probability</b> Using Tree diagrams to find more complex probabilities including dependent events.</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 9 students study Music for two hours a week.

### Music at Year 9 (KS4 transition year)

Western Classical Music  
Film Music  
Music and Politics  
Independent Project  
Musical Theatre  
Music Fusion

<b>Topic</b>	<b>Key Content</b>
Western Classical Music	Baroque – Romantic, melodic and harmonic devices
Film Music	Leitmotifs, establishing mood, underscoring
Music and Politics	Protest, song structure
Independent Project	Presentation, analysis, composition

Musical Theatre	Voices, colla voce, opera
Music Fusion	Instrumentation, harmony, composition

## Psychology at the Archer Academy

Our Psychology curriculum encourages students to have a broad view of the world around them and develop the skills to critically analyse and understand what they see.

We aim to develop this critical awareness through the application of scientific methods to the study of human behaviour. In order to do this, we balance the theoretical and research content with the skill set students need to construct their own pieces of research and evaluate the research of others.

### Psychology in Year 9 (KS4 transition year)

In year 9, we have created a standalone course that will complement rather than follow the OCR GCSE curriculum: the emphasis is on developing the skills learners will need to excel in the GCSE course and to develop a love of the subject in our pupils.

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-term 1 – Social Influence	<ul style="list-style-type: none"><li>• Conformity – different types and influences</li><li>• Asch and Zimbardo's research</li><li>• Obedience – both social and personality-based factors</li><li>• Milgram's research</li><li>• Deindividuation and independent behaviour</li><li>• Application of social influence research in real life – advertising, politics, etc</li></ul>	These topics are not explicitly linked to the OCR curriculum but information can be found on both the OCR and AQA GCSE/A Level websites.  A range of resources will be identified and shared through lessons for further support.
Half-term 2 – Mental Illness	<ul style="list-style-type: none"><li>• We will focus on depression, OCD and phobias</li><li>• For each condition we will look at:<ul style="list-style-type: none"><li>○ Diagnosis and classification</li><li>○ Theories about the development of the disorder</li><li>○ Treatment of the disorder</li></ul></li><li>• We will also consider how mental health as a concept is defined and seen by people in the UK</li></ul>	

<p>Half-term 3 – Research Methods</p>	<ul style="list-style-type: none"> <li>• Planning, conducting and evaluating research</li> <li>• Different methods of research – experiments, self-report, observation</li> <li>• Sampling methods</li> <li>• Research ethics</li> <li>• Forms of data, data presentation and data analysis</li> </ul> <p>At the end of this unit, pupils will design and carry out their own original research project. This will take place either within school or in the “field”.</p>	
<p>Half-terms 4 &amp; 5 – Attachment</p>	<ul style="list-style-type: none"> <li>• Types of attachment</li> <li>• The Strange Situation – research on attachment types</li> <li>• Theories of attachment: Learning Theory and Bowlby’s Theory</li> <li>• Animal research</li> <li>• Research on the effects of separation, deprivation and privation</li> </ul>	
<p>Half-term 6 – introduction to GCSE psychology content and Criminal Psychology</p>	<ul style="list-style-type: none"> <li>• Defining crime and how we gather crime statistics</li> <li>• Recapping skills learned from across the unit</li> <li>• Designing and carrying out a research project</li> </ul>	

## 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 in Year 9 (KS4 transition year)

Year 9 start their GCSE journey with a transition topic on biomimicry; students will learn about how science can be used to improve everyday lives and develop their scientific skill set from observing the natural world. How was Velcro invented? How have birds inspired the structure of trains? The biomimicry unit prepares them well for beginning to learn the foundational GCSE big ideas of cells, atomic structure and energy. Students will have the opportunity to extend their KS3 knowledge and understand how science fits into the world around them.

	<b>Key Content</b>	<b>Supporting Resources</b>
Half-term 1	Biomimicry & Atomic Structure	AQA GCSE Chemistry Book pages 2-21
Half-term 2	Cell Structure, Transport & Cell Division	AQA GCSE Biology Book pages 4-35
Half-term 3	Conservation, Dissipation & Transfer of Energy	AQA GCSE Physics Book pages 4-35
Half-term 4	Periodic Table, Structure & Bonding	AQA GCSE Chemistry Book pages 22-61
Half-term 5	Organization (plants and animals) and Digestion	AQA GCSE Biology Book pages 36-51
Half-term 6	Energy Resources	AQA GCSE Physics Book pages 36-47

## 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 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.

### Spanish at Year 9 (KS4 transition year)

At the Archer Academy we follow the AQA Studio GCSE course for GCSE. In Year 9 students begin this course and cover the first 3 modules of Studio GCSE. Students continue to have 2 hours of Spanish per week in Year 9, with 1 hour of homework using Memrise and the AQA GCSE grammar and translation workbook. Our Year 9 curriculum builds upon the foundations of the vocabulary, grammar and skills developed in KS3 whilst adding complexity through more complex grammar and development of core GCSE skills such as role-play, the photo card and understanding authentic resources. There are two tiers to the GCSE course – Foundation (grades 1-5) and Higher (grades 5-9). Decisions around tiers of entry for GCSE exams will be made in Year 11, dependant on students' progress.

	Key Content	Assessment	Grammar	Supporting resources
Half-term 1	<b>Module 1: Deconéctate</b> – summer plans, holiday preferences	Listening Grammar	Grammar covered in KS3 is revisited and built upon.  In addition, Year 9 students will learn :  <ul style="list-style-type: none"> <li>• Stem changing verbs</li> <li>• Reflexive verbs</li> <li>• The immediate future tense</li> </ul>	<b>Websites:</b> <a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.languagesonline.org">www.languagesonline.org</a> <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a>  <b>Books:</b> <ul style="list-style-type: none"> <li>• Studio AQA GCSE textbook</li> <li>• Studio AQA grammar and translation workbook</li> <li>• Spanish dictionary</li> </ul>
Half-term 2	<b>Module 1: Deconéctate</b> – past holidays, where you stayed	Reading Writing Speaking		
Half-term 3	<b>Mi vida en el insti</b> – opinions on school subjects, describing your school	Listening Grammar		
Half-term 4	<b>Mi vida en el insti</b> –school rules and	Reading Writing Speaking		



	problems, future plans		<ul style="list-style-type: none"> <li>• The preterite past tense</li> <li>• The imperfect past tense</li> </ul>	
Half-term 5	<b>Mi gente</b> – socialising and family	All skills		
Half-term 6	<b>Mi gente</b> – describing people, social networks	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 in Year 9 (KS4 transition year)**

Year 9 is a more politics/social issues orientated year where we will start to dig down into debates and issues within society and consider how they affect our lives. We will be studying:

- Identity and politics in the UK
- Geopolitics and power
- Creating an Extended Project, based around a SPPEC topic
- Social issues (e.g. racism, homophobia, sexism, transphobia)
- RSHE (relationships and sexual education)
- Religions in Society

	<b>Key Content</b>
Half-term 1 – British Identity and Politics	Understand what it means to be “British” and the opinions on that topic, including immigration and debates surrounding multiculturalism. Understand the basic philosophy of UK political parties and our government system.
Half-term 2 - Nuclear weapons and global politics	Understand the impact that nuclear weapons have had on the world and the role they play in geo-politics. Learn the role of the UN and NATO and understand the role they play in international relations.
Half-term 3 – Social Issues	Understand the issues facing society today (racism, transphobia, sexism, etc) and how they can be overcome.
Half-term 4 – Extended Project (EP)	Learn how to conduct independent research on a topic, presentation skills and public speaking.
Half-term 5 – RSHE (Relationships and	Be confident negotiating situations involving sex and relationships, including who/where to turn for further advice (will involve a discussion of consent,

Sexual Health Education)	pornography, healthy relationships, drugs and alcohol, abortion, menstrual cycle, STIs, FGM, forced marriage and will be updated as we progress to reflect any changes in national curriculum etc).
Half-term 6 – Religions in Society	Understand the function of religion in society and how religions are dealing with the changes in society.

## VCERT Engineering at the Archer Academy

The Level 1/2 Technical Award in Engineering is designed to provide learners with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector. At the Archer Academy we aim to equip students with the knowledge and skills needed to explore and pursue different vocational and engineering study options as they move to the next stage of their education.

### Engineering in Year 9 (KS4 transition year)

Year 9 engineering is a foundation year to introduce key concepts for engineering in year 10 and 11. Students will complete a variety of design and making tasks whilst being introduced to engineering equipment, tools and machinery. Students will be assessed using the pass, merit, distinction criteria for each project.

	<b>Key Content</b>	<b>Supporting Resources</b>
Introduction to engineering	Engineering sectors. Skills and qualities to be an engineer. Health and safety legislation in engineering.	
Engineering drawing	Introduction to orthographic projection. Use of technical drawing equipment. Use of CAD/CAM.	
Introduction to tools and equipment	Use of tools and equipment to work with timbers, polymers and metals. Safe use of machinery and equipment.	
Formula 1 in schools	Design model and manufacturing of a model car.	
Photo frame project	Use of variety of tools and equipment to manufacture a photo frame. Safe use of workshop tools and equipment.	