

## 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 7

Year 7 students will be encouraged to increase their proficiency in the handling of different materials to create exciting and innovative outcomes, some of which are 3D. Additionally, students will analyse and evaluate their own work, and that of others using subject specific terminology in order to strengthen the visual impact or applications of their work. Students will learn about the formal elements of art; tone, line, form and texture; scale, composition and proportion; mark making. Students will learn how to manipulate materials to create 3D outcomes.

In Year 7, students work on a rotation between Art and DT subject areas. This means that a student will start in Art or DT in the autumn term then rotate to the other subject area for spring, finally rotating back to their original subject in summer. 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 7.

	<b>Key Content</b>	<b>Supporting Resources</b>
Term 1- 2 half terms	<b>The World Around Me:</b> analysing and experimenting with a wide range of artists who focus on Natural Forms.	Wire, Felting, water colour acrylic paints, colour pencil, tonal drawing, rule of thumb.
Term 2 - 2 half terms	<b>Totem Poles:</b> A study of totem poles and their key features, finishing in the making of a 3D version of an original appropriate design.	Modroc, tape, acrylic paint.

## 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 7 students study Dance for one hour a week.

### Dance at Y7

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
African Dance: Gumboot	Rhythmic, timing, spatial and dynamic content, choreographic devices
Contemporary Dance: technique	Stylistic features, physical skills, exploring a range of styles and practitioners
A Linha Curva, Itzik Galili	Contemporary, Capoeira, Samba, Brazilian culture
Bugsy Malone	Musical Theatre, performance and ensemble, expressive skills

## 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.

### ADT in Year 7

Students work on a rotation between Art and DT subject areas. This means that a student will start in Art or DT in the autumn term then rotate to the other subject area for spring and finally rotating back to their original subject in summer.

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 7. In Year 7, students study:

Materials lab-Timber bookend and acrylic clock project

Design lab- Storage solutions

Materials lab- Electronic gift card and food tasting

Design lab- Mechanical toy project

	Key Content	Supporting Resources
Materials lab-Timber bookend and acrylic clock 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/zdvv2sq">https://www.bbc.co.uk/bitesize/examspecs/zdvv2sq</a>
Design lab- Storage solutions	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/zdvv2sq">https://www.bbc.co.uk/bitesize/examspecs/zdvv2sq</a>

<p>Materials lab- Electronic gift card and food tasting</p>	<p>Understanding electronic components and food theory. Using tools and equipment for electronics and food tasting. Health and safety.</p>	<p><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></p>
<p>Design lab- Mechanical toy project</p>	<p>Identifying design problems and solutions. Problem solving skills. Analysis and evaluation of ideas.</p>	<p><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></p>

## **Drama at the Archer Academy:**

Drama in year 7 provides a focus on creating, performing and evaluating performance. Lessons will provide an introduction to key drama techniques and as many students are unfamiliar with this practical subject, they will learn about the rules and expectations to ensure a safe and focused performance space.

Students will be expected to understand key drama skills with some success, including GEMS / Team work / Still Image / Mime & Gesture. They will also be expected to understand and take part in practical tasks to show a high level of understanding for the skill they are demonstrating.

Students will be expected to work independently and to lead their own learning creating performances which are of a high standard using their imagination to both perform and direct in group work.

### **Programme of study in year 7:**

In year 7, receive an hour a week of Drama. They will have 30mins of Drama homework set on alternating weeks in line with the whole school homework policy and timetable.

Students study the following topics across the KS3 course:

**In year 7 students study 5 key topics in depth. These include:**

- 1. Introduction to drama**
- 2. Greek Theatre**
- 3. The Tempest**
- 4. Protest Theatre**
- 5. Bugsy Malone**

Each topic is studied for a half term and knowledge and understanding is assessed at a mid-point in each unit, this is done as a practical assessment.

Topic	Key content	Extra Learning Opportunities
Autumn Term 1 Introduction to Drama: Creating	<p>Students are introduced to the core elements of creating a dramatic piece; still images, storyboarding, mime and ancient Greek theatre.</p> <p>Students gain a knowledge and understanding of what makes a good performance and how to devise it.</p> <p>Students then study the History of drama. We do this by exploring the ancient Greek theatre methods of performing and creating. Students are introduced to choral movement and speech.</p>	<p>Useful websites:  <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3">https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3</a></p> <p>Useful videos:  <a href="https://www.bbc.co.uk/bitesize/clips/zx67xnb">https://www.bbc.co.uk/bitesize/clips/zx67xnb</a></p>
Autumn Term 2 The Philosophy of Drama: Creating	<p>Students explore the use of GEMS: gesture, emotion, movement and space within their group devised piece.</p> <p>Students are then introduced to Commedia Del Arte. The exploration of mime and facial expressions are key.</p> <p>They will then progress into looking at the archetypes of a character and will create a series of still images whilst applying Greek theatre techniques.</p>	<p>Useful websites:  <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3">https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3</a></p> <p>Useful videos:  <a href="https://www.bbc.co.uk/bitesize/clips/zx67xnb">https://www.bbc.co.uk/bitesize/clips/zx67xnb</a></p>

<p>Spring Term 3 Greek Theatre: Performing</p>	<p>This is a performance based drama unit which focuses on the cultural topic of Greek theatre in drama. The students will study well known Greek scripts such as Oedipus and Twelve Sisters.</p> <p>They will focus on performance techniques such as voice and gestural work through the genre of physical theatre. This scheme will aim to ensure students are able to use performance skills in drama within practical performances.</p> <p>The lessons will ensure the students start to understand the key drama performance principles.</p>	<p>Useful websites: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p> <p><a href="https://www.slps.org/site/handlers/filedownload.ashx?moduleinstanceid=22453&amp;dataid=25126&amp;FileName=Sophocles-Oedipus.pdf">https://www.slps.org/site/handlers/filedownload.ashx?moduleinstanceid=22453&amp;dataid=25126&amp;FileName=Sophocles-Oedipus.pdf</a></p> <p>Useful videos: <a href="https://www.youtube.com/watch?v=aSRLK7SogvE">https://www.youtube.com/watch?v=aSRLK7SogvE</a></p> <p><a href="https://www.youtube.com/watch?v=rOXUySKf1gM">https://www.youtube.com/watch?v=rOXUySKf1gM</a></p>
<p>Spring Term 4 The Tempest: Performing</p>	<p>This scheme builds on students' performance skills gained through the Greek theatre scheme.</p> <p>Students will explore the scripted play of 'The Tempest', introducing new skills of characterisation and working with scripts in their final assessment.</p> <p>This scheme will aim to ensure students are able to use performance skills in drama within practical work.</p>	<p>Useful websites: <a href="https://www.bbc.co.uk/bitesize/topics/z37mn39">https://www.bbc.co.uk/bitesize/topics/z37mn39</a></p> <p>Useful videos: <a href="https://www.youtube.com/watch?v=ovTnJFz3eNM">https://www.youtube.com/watch?v=ovTnJFz3eNM</a></p>
<p>Summer Term 5 Protest Theatre: Evaluating</p>	<p>Students are encouraged to begin creating and evaluating more complex drama that includes different explorative strategies.</p> <p>They are also introduced to the concept of protest and explore different stimuli that inspires issue-based drama.</p> <p>They will use reflective learning to make decisions in group work and evaluate progress in lessons.</p>	<p>Useful book titles: <a href="https://www.ebay.co.uk/p/20033561553">https://www.ebay.co.uk/p/20033561553</a></p>

<p>Summer Term 6 Bugsy Malone: Performing</p>	<p>This scheme aims to build on students' performance skills in drama, dance and music. They will experience all three subject specialisms throughout the musical theatre scheme.</p> <p>Students will learn scripted scenes based on the famous play 'Bugsy Malone' and explore dance repertoire through technical and interpretive performance skills.</p> <p>Musical theatre will be explored through singing based tasks which will focus on techniques of musicality, diction and projection. This scheme will aim to ensure students are able to use performance skills in drama within practical performances and build confidence in the musical theatre genre.</p>	<p>Useful videos:</p> <p><a href="https://www.youtube.com/watch?v=2PM-b5z-6uM">https://www.youtube.com/watch?v=2PM-b5z-6uM</a></p> <p><a href="https://www.youtube.com/watch?v=RDkG_iJ0u7Y">https://www.youtube.com/watch?v=RDkG_iJ0u7Y</a></p> <p><a href="https://www.youtube.com/watch?v=v2uQQ9mMnOI">https://www.youtube.com/watch?v=v2uQQ9mMnOI</a></p>
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## 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 7: 'New Worlds and Journeys'

Students will begin their secondary journey using their shared experience of reading Juster's *The Phantom Tollbooth* to build their knowledge on crafting their own adventure story. From here, students are introduced to a myriad of genres that take their readers to 'different worlds'; from dystopian to magical realism. As we begin the new year, a new world of scientific discovery is opened through the 19<sup>th</sup> century Gothic text *Frankenstein*, where students will read the play adaptation by Philip Pullman while appreciating the literary significance of Mary Shelley's work. As we enter Spring term, we are transported to the unknown, magical island of *The Tempest* by William Shakespeare. In the final term, students journey into non-fiction and rhetoric, then complete the year with a class novel by Patrick Ness.

	Key Content	Supporting Resources
Half-term 1 <i>The Phantom Tollbooth</i> and the Craft of Adventure	Reading and writing different styles of adventure stories. Assessment: Writing your own adventure.	<i>Children of Blood and Bone</i> by Tomi Adeyemi <i>The Phantom Tollbooth</i> by Norton Juster <i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon <i>His Dark Materials</i> trilogy by Philip Pullman <i>Coraline</i> by Neil Gaiman <i>The Arrival</i> by Shaun Tan

		<i>Great Expectations</i> by Charles Dickens <i>The Colour of Magic</i> by Terry Pratchett
Half-term 2 Different Worlds in Literature	Exploring different tropes and conventions of dystopia, sci-fi, magical realism and fantasy. Assessment: Analysing a writer's style and writing in a chosen genre.	<i>I, Robot</i> by Isaac Asimov 1984 by George Orwell <i>The Hunger Games</i> by Suzanne Collins <i>Harrison Bergeron</i> by Kurt Vonnegut <i>Uglies</i> by Scott Westerfeld
Half-term 3 <i>Frankenstein</i> by Mary Shelley and adapted by Philip Pullman	Reading and performing the adapted play by Pullman, while reading extracts from Shelley. Assessment: Is Victor Frankenstein a victim or villain?	<i>Frankenstein</i> by Mary Shelley <i>The Graveyard Book</i> by Neil Gaiman <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson <i>The Monsters We Deserve</i> by Marcus Sedgwick
Half-term 4 <i>The Tempest</i> by William Shakespeare	Reading and performing <i>The Tempest</i> Assessment: To what extent is Caliban a victim?	<i>The Tempest</i> manga edition by Paul Duffield <i>His Dark Materials</i> series by Philip Pullman <i>The Fellowship of the Ring</i> by JRR Tolkien
Half-term 5 <i>The Art of Rhetoric</i>	Reading a wide range of persuasive texts Assessment: Analysing rhetoric in a non-fiction text, and creating your own Head Boy/Girl speech.	<i>I am Malala</i> by Malala Yousafzai <i>Welcome to Nowhere</i> by Elizabeth Laird <i>Persepolis</i> by Marjane Satrapi <i>A Change is Gonna Come</i> by Various Authors
Half-term 6 <i>A Monster Calls</i> and <i>The Knife of Never Letting Go</i> by Patrick Ness	Reading a class novel Assessment: How does the main character develop over the course of the novel?	<i>The Chaos Walking</i> trilogy by Patrick Ness <i>Boys Don't Cry</i> by Malorie Blackman <i>The Ocean at the End of the Lane</i> by Neil Gaiman

## 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 7

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	<b>La rentrée:</b> greetings, family, classroom objects, likes and dislikes, describing yourself and others, saying what you do	Reading Writing Speaking	-Nouns (gender/plurals) - Adjectives (agreement / position) - Possessive adjectives (my / your / his /her) - The verb avoir (j'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont) - The verb être (je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont) - The verb faire (je fais, tu fais, il/elle/on fait, nous faisons, vous	<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>• Dynamo 1 textbook</li> <li>• Dynamo 1 workbook</li> <li>• Pocket French dictionary</li> </ul>
Half-term 2	<b>En classe:</b> colours, telling the time, opinions of school subjects, what you wear to school, your school day	Listening Grammar		
Half-term 3	<b>Mon temps libre:</b> weather and seasons, sports, hobbies, what you like to do	Reading Writing Speaking		

Half-term 4	<b>Ma vie de famille:</b> animals, describing your family, describing where you live, what you have for breakfast	Listening Grammar	faites, ils/elles font) - Negatives (ne...pas, ne...jamais, ne...plus) -The present tense of regular verbs (-er, -ir, -re) and some irregular verbs - The near future tense - Opinions with justification - Intensifiers - Time-phrases	
Half-term 5	<b>En ville:</b> places in town, where you go at the weekend, ordering in a cafe	All skills		
Half-term 6	<b>Mes vacances:</b> countries, travel, activities on holiday, weather	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.

Humanities is taught in mixed ability groups.

### Geography at Year 7

In year 7, students are taught geography and history on alternating half terms. They study humanities for three hours a week and this is part of the year 7 humanities course.

	Key Content	Supporting Resources
Term 1: How is globalisation changing China?	An introduction to the process of globalisation and how it has impacted China. Students will also develop their locational knowledge of China.	Globalisation: <a href="https://www.bbc.co.uk/bitesize/topics/z3jhfg8">https://www.bbc.co.uk/bitesize/topics/z3jhfg8</a>
Term 2: 71% of the Earth is covered by water, what are some of the different ways we can protect it?	An introduction to our oceans and an exploration of some of the physical geography relating to oceans such as ocean currents. Students also explore how oceans interact with humans.	Oceans: <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw">bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw</a>

<p>Term 3: The Nile, The Ganges and The Yangtze. Which River is of the greatest importance?</p>	<p>An introduction to three key rivers in the world and an explorations of important physical processes; erosion, deposition, transportation as well as exploring how humans interact with these rivers.</p>	<p>Rivers:  <a href="https://www.bbc.co.uk/bitesize/topics/zs92tfr">https://www.bbc.co.uk/bitesize/topics/zs92tfr</a></p>
<p>Term 4: Will 40% of the Amazon rainforest really be gone by 2050?</p>	<p>An introduction to global biomes, with particular reference to rainforests. Building upon key knowledge from Key Stage 2, using a range of geographical skills expected at Key Stage 3.</p>	<p>Rainforests:  <a href="https://www.bbc.co.uk/bitesize/guides/zpmb9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zpmb9q/revision/1</a></p>
<p>Term 5: Revision and end of year exams</p>	<p>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</p>	
<p>Term 6: Transition project into year 8</p>	<p>Using the 5 Big Ideas, students will spend a lesson devoted to each Big Idea allowing them to further familiarise themselves with key geographical language to support them in being 'year 8 ready'.</p>	

## History at the Archer Academy

Year 7 History at the Archer Academy:

History in Year 7 will focus on the medieval period (450AD -1500 AD). We have chosen this as it is full of important battles, conflict between religion and monarchs (kings and queens) all around the world. It also allows students to develop some important Historical skills and gain a better understanding of the modern world.

Programme of study in year 7:

1. Battle of Hastings 1066
2. How did William I consolidate control
3. King Henry II and Thomas Becket
4. Interpretations of Kings John
5. The legacies of Mughal India

	Key Content	Supporting Resources
Autumn Term 1: Battle of Hastings 1066	<p><b>What was important to Medieval People?</b></p> <p>This introductory unit allows students to gain a wider understanding of the medieval period before studying specific topics.</p> <p>Students will learn about the parts of life which were important to medieval people including religion, how society worked and how they dealt with crime. There will also be chance to understand the crazy ideas about medicine and what buildings and architecture can reveal. This is the perfect unit to start with before exploring some key events of medieval times.</p> <p><b>The Battle of Hastings 1066</b> The next focus will be on one of the most important and gory battles in English history. Students will learn the key facts about the battle. They will also</p>	<p>Useful websites:</p> <p>A young person's guide to the Battle of Hastings: <a href="https://www.youtube.com/watch?v=jhgrpTpoGH">https://www.youtube.com/watch?v=jhgrpTpoGH</a> <a href="https://www.youtube.com/watch?v=oLy1LskT6Y8">https://www.youtube.com/watch?v=oLy1LskT6Y8</a></p>

	<p>have the chance to argue why the battle was won by a French nobleman named William I. Students will study very famous sources (evidence) to help to further explore the topic, such as the Bayeux Tapestry.</p>	
<p>Autumn Term 2: William I consolidation of control</p>	<p><b>Consolidation of control</b> This unit allows students to understand how William, a French king, secured control of the country. It will provide a chance to explore the different strategies and techniques used to gain power, many of which are still around today!</p>	<p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bit%20size/guides/zsjnb9q/revision/1">https://www.bbc.co.uk/bit esize/guides/zsjnb9q/revision/1</a></p> <p><a href="https://www.youtube.com/watch?v=cqXHO7bTPnW">https://www.youtube.com /watch?v=cqXHO7bTPn W</a></p> <p><a href="https://www.bbc.co.uk/bit%20size/articles/zfvf382">https://www.bbc.co.uk/bit esize/articles/zfvf382</a></p>



## 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 7

In Year 7, students 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 Fibonacci Maths. 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, 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	<b>01 Numbers and the Number System</b> Finding HCF and LCM without Venn Diagrams, Primes and Prime Factors, Reciprocals, Square, Cube and Triangle numbers. <b>02 Negative Numbers</b> Order, add, subtract, multiply and divide negative numbers. <b>03 Calculating</b> Multiply and divide by 10, 100 and 1000, 0.1, 0.01 and 0.001, multiply and divide by decimals, multiply a three digit by a two digit number, short division, order of operations.	Hegarty Maths Corbett Maths
Half-term 2	<b>04 Visualising and Constructing</b> Identify faces, edges and vertices; parallel and perpendicular lines: rotational and reflective symmetry; construct triangles from written descriptions using ruler and compasses or protractor. <b>05 Properties of Shapes</b> Identify equilateral, isosceles and scalene triangles, quadrilaterals and various prisms and pyramids; visualise a shape from its net; know the properties of special	Hegarty Maths Corbett Maths

	<p>quadrilaterals including their diagonals, and of special triangles.</p> <p><b>06 Algebraic Proficiency</b> Collect like terms, expand or factorise single brackets, substitute a number into a formula, identify outputs given an input and vice versa with functions, use order of operations correctly in algebraic expressions.</p>	
Half-term 3	<p><b>07 Fractions, Decimals and Percentages</b> Simplify fractions, find equivalent fractions and order fractions. Order a mixed list of fractions, decimals and percentages. Translate between fractions, decimals and percentages.</p> <p><b>08 Ratio and Proportion</b> Use ratio notation, convert between units of measurement, simplify ratios, simplify ratios in different units of measurement, split a quantity into a given ratio, and find the whole given a part.</p> <p><b>09 Sequences</b> Identify and use the term to term rule for a sequence; identify and use the position to term rule for a sequence (nth term); find the nth term for sequences of diagrams; investigate sequences from number or shape patterns.</p>	Hegarty Maths Corbett Maths
Half-term 4	<p><b>10 Measuring Space</b> Measure lengths accurately, measure and draw angles accurately using a protractor, convert fluently between metric units of measurement and units of money; solve problems involving converting units.</p> <p><b>11 Investigating Angles</b> Find angles at a point, on a line, and vertically opposite angles. Find angles in geometrically more complex situations. Find angles in a triangle, quadrilateral, or any polygon.</p> <p><b>12 Calculating Fractions, Decimals and Percentages</b> Convert between mixed and improper fractions. Add, subtract, multiply and divide mixed fractions. Find percentages of an amount, and use a multiplier to increase or decrease by a percentage. Find percentage change. Compare quantities using percentages.</p>	Hegarty Maths Corbett Maths
Half-term 5	<p><b>13 Solving Equations and Inequalities</b> Solve one, two and three step equations with the unknown on one side, or the unknown on both sides. This includes when the solution is a whole number, fraction, decimal or negative number. Form an equation to describe a situation.</p> <p><b>14 Calculating Space</b> Recognise that shapes with the same perimeter can have different areas and vice versa. Find missing lengths</p>	Hegarty Maths Corbett Maths

	<p>in a shape. Find the area of a trapezium or parallelogram and compound shapes. Find volume of a prism. Find surface area of cuboids, and missing lengths when volume or surface area is known.</p> <p><b>15 Checking, Approximating and Estimating</b> Round to any number of decimal places or any significant figures. Use estimation to predict the order of magnitude of a solution. Use cancellation to simplify calculations. Use inverse operations to check calculations.</p>	
Half-term 6	<p><b>16 Mathematical Movement</b> Use the equations <math>x = k</math>, <math>y = k</math>, <math>y = x</math>, <math>y = -x</math>, and reflect shapes in these lines. Rotate and translate shapes. Identify a reflection, rotation or translation.</p> <p><b>17 Presenting Data</b> Classify categorical and discrete data; understand and use frequency tables; construct and interpret pie charts and use other charts and graphs as appropriate.</p> <p><b>18 Measuring Data</b> Find the mean, mode, median and range from a frequency table. Analyse and compare sets of data.</p>	Hegarty Maths Corbett 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 7 students study Music for one hour a week.

### Music at Year 7

The Musical Elements  
Medieval Music  
The Haunted House  
Tchaikovsky's Swan Lake  
The Blues  
Bugsy Malone

Topic	Key Content
The Musical Elements	Dynamics, tempo, structure, rhythm, texture

Medieval Music	Notation reading, expression, ensemble skills
The Haunted House	Major and minor chords, chromaticism, creating moods
Tchaikovsky's Swan Lake	Music and movement, melody, Romantic era
The Blues	Chords, structure, blues scale, 4/4 metre, improvisation
Bugsy Malone	Repetition, performance and ensemble, musical theatre

## 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 7

Year 7 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 plan an experiment, predict observations, perform the experiment, and finally try to explain how the science works.

	Key Content	Supporting Resources
Half-term 1	<b>How Science Works &amp; Organisms</b> We will be looking at the fundamentals of science including our predict, observe, explain model of experimentation.  We will then cover the world of biology through studying cells as well as ecosystems.	AQA Activate 1 pages 168-188  <a href="https://www.bbc.co.uk/bitesize/guides/z4nxx39/revision/1">https://www.bbc.co.uk/bitesize/guides/z4nxx39/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zxhhvcw">https://www.bbc.co.uk/bitesize/topics/zxhhvcw</a>
Half-term 2	<b>Matter</b> As we study Matter, we will focus on the chemistry of the particles all around us as well as how to manipulate matter to separate mixtures.	AQA Activate 1 pages 78-106  <a href="https://www.bbc.co.uk/bitesize/guides/z2wmxxnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z2wmxxnb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zgvc4wx/revision/1">https://www.bbc.co.uk/bitesize/guides/zgvc4wx/revision/1</a>
Half-term 3	<b>Energy &amp; Waves</b> In Energy & Waves we have the chance to delve into the world of physics; looking	AQA Activate 1 pages 42-72

	outward to the night sky as we study fundamentals of space as well as the basics of what energy is and how it can be used.	<a href="https://www.bbc.co.uk/bitesize/topics/zc3g87h">https://www.bbc.co.uk/bitesize/topics/zc3g87h</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zw982hv">https://www.bbc.co.uk/bitesize/topics/zw982hv</a>
Half-term 4	<b>Survival</b> In the Survival topic we look into the biological concepts of variation in a species and all the excellent outcomes that brings. We also have a chance to learn about the intricacies of adolescence and the development of the human reproductive system.	AQA Activate 1 pages 200-216  <a href="https://www.bbc.co.uk/bitesize/topics/zybbkqt">https://www.bbc.co.uk/bitesize/topics/zybbkqt</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zw9jq6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zw9jq6f/revision/1</a>
Half-term 5	<b>Forces &amp; Electricity</b> In this physics theme, we look at why and how objects and the world move around using the powers of forces. We also take the time to research how our electronic systems work and how we can build some of our own!	AQA Activate 1 pages 14-38  <a href="https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zgy39j6">https://www.bbc.co.uk/bitesize/topics/zgy39j6</a>
Half-term 6	<b>Reactions</b> As we study Reactions we have the chance to do some serious chemistry with some serious equipment. Experimenting with acids, alkalis, metals, and non-metals, we explore how substances and chemicals interact. Safety goggles must be worn at all times!	AQA Activate 1 pages 110-134  <a href="https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/1</a>

## 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 7

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	<b>Vamos:</b> name, age, greetings, numbers	Reading Writing Speaking	-Nouns (gender/plurals) - Adjectives (agreement / position)	<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.pearsonactivelearning.com">www.pearsonactivelearning.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a>  <b>Books:</b> <ul style="list-style-type: none"> <li>• Viva 1 textbook</li> <li>• Viva 1 workbook</li> <li>• Pocket Spanish dictionary</li> </ul>
Half-term 2	<b>Mi familia y mis amigos:</b> family members, physical descriptions, personality	Listening Grammar	- Possessive adjectives (my/your/his/her) - The verb tener (tengo, tienes, tiene, tenemos, teneis, tienen)	
Half-term 3	<b>Donde vivo:</b> type of house, places in a town, directions	Reading Writing Speaking	- The verb ser (soy, eres, es, somos, sois, son) - Regular AR verbs and their endings e.g. estudiar (estudio, estudias, estudia, estudiamos, estudiais, estudian)	
Half-term 4	<b>Mi colegio:</b> time, school items, colours, school subjects, likes and	Listening Grammar		



	dislikes, daily routine		- Negatives are formed using no in front of the verb, eg No tengo hermanos -The present tense of some irregular verbs - The near future tense	
Half-term 5	<b>Mis pasatiempos:</b> free-time activities, opinions and reasons, frequency	All skills		
Half-term 6	<b>Pasaporte fiesta:</b> festivals and celebrations	Speaking	- Opinions with justification - Intensifiers - Time-phrases	

## Thematic 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.

### Thematics at Year 7

- Topic 1: Maps
- Topic 2: Greece
- Topic 3: Community
- Topic 4: Body Image
- Topic 5: Chinese New Year
- Topic 6: The Island
- Topic 7: The Power of the Book
- Topic 8: Icons
- Topic 9: Philosophy

	Key Content	Supporting Resources
Half-term 1- <b>Maps</b>	Students will complete a series of lessons relating to different topics that relate to maps. Topics covered include: books that start with a map; how maps can open up the past; maps and politics; maps and our city; stories behind maps.	The history of the Tube map – Londonist  Suez Canal – History
<b>Greece</b>	Students will complete a series of lessons relating to different topics that relate to Greece. Topics covered include: Greek culture; Greek legacy; Parthenon marbles; financial crisis; Greek migrant crisis.	Geeky Explorer - Greece

<p>Half-term 2- <b>Community</b></p> <p><b>Body Image</b></p>	<p>Students will complete a series of lessons relating to different topics that relate to the local area. Topics covered include: knowledge of East Finchley; local councillors; the Pavilion; field study of East Finchley; crime in the local area; being a local councillor.</p> <p>Students will complete a series of lessons relating to different topics that relate to body image. Topics covered include: disability; mental health; healthy diet; physical activity; nutrition; and body image.</p>	<p>Councillor's role – Local Government Association</p> <p>Body image and self-esteem (for teens) – Nemours Kids Health</p>
<p>Half-term 3- <b>Chinese New Year</b></p> <p><b>The Island</b></p>	<p>Students will complete a series of lessons relating to the Chinese New Year and all the lessons contribute towards them creating a shadow puppet play. Topics covered include: What is Chinese New Year? What is a Chinese legend? Chinese New Year extravaganza.</p> <p>Students will complete a series of lessons relating to different topics that relate to being abandoned on a desert island. Topics covered include: exploring the concept of being abandoned on an island; exploring the many challenges; moral dilemmas; searching for help; creative writing about island life.</p>	<p><a href="#">Chinese puppet show – 4 types of puppet entertainment</a></p> <p>Techniques for surviving on a desert island</p>
<p>Half-term 4-<b>The Power of the Book</b></p>	<p>Students will complete a series of lessons relating to different topics that relate to writing a book for young people. Topics covered include: key elements of writing for young children; exploring some different genres.</p> <p>All of this supports students in their homework task where they will write a children's book.</p>	<p>How to write a picture book – Penguin Books</p>

<p><b>Half-term 5-Icons</b></p>	<p>Students will complete a series of lessons relating to 20<sup>th</sup> century icons. Topics covered include: Who are the 20<sup>th</sup> century icons?; a consideration of what makes an icon; an exploration of icons from different categories.</p>	<p>Icons: The greatest person of the 20<sup>th</sup> Century – Wikipedia</p>
<p><b>Half-term 6-Philosophy</b></p>	<p>Students will complete a series of lessons relating to philosophy. Topics covered include: What is philosophy?; What makes us human?; What is AI?; What is reality?; nature vs nurture; Is it ever okay to kill?; What is just?; a debate on a topic chosen by students.</p>	<p>Philosophy – kids, Britannica kids</p>