

Curriculum overview Whole School

What our students study in Year 8 at Strood Academy

Subjects	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Maths Knowledge organisers	Equivalence through fractions & percentages Students are then introduced to the addition and subtraction of fractions. Students will revisit multiplying and dividing fractions (from Year 7) and linking fraction calculations to those with decimals. Knowledge organiser	Negative Numbers, Sequences and Linear Equations In this unit, sequences are derived from geometric patterns and other contexts. Students start with the term to term rules, before expressing the position to term rules algebraically. Knowledge organiser	Graphs and Proportion Students will explore the cartesian plane as well as investigate relationships of proportionality Knowledge organiser	Proportional Reasoning This unit builds on the previously taught unit by looking at proportional relationships in familiar contexts and building on their understanding of ratio from the previous unit. Knowledge organiser	Statistics: types of data, averages and interpretations This unit explores a variety of methods of presenting data, with an emphasis on interpretation as well as production. Also in this unit, students develop their understanding of statistical diagrams and measures to bivariate data. Knowledge organiser	Geometry: circles, 3D shapes including surface area and volume Within this unit, students explore the connection between the circumference of a circle and its diameter and through this are introduced to pi as the constant linking the relationship between the two measures. Finally, students formally meet volume as a measure of the space inside a 3- D object. Knowledge Organiser: Module 6
English Knowledge organisers	Animal Farm To develop students reading skills To develop students' analytical writing in response to extracts To build on students' cultural capital and general Knowledge organiser	Animal Farm To develop students reading skills To develop students' analytical writing in response to extracts To build on students' cultural capital and general Knowledge organiser	Gothic vs. Romantic To develop students knowledge of key terminology and conventions of both the 'Gothic' and the To develop students' own creative writing in response to different 'genres' Knowledge organiser	Gothic vs. Romantic To develop students knowledge of key terminology and conventions of both the 'Gothic' and the To develop students' own creative writing in response to different 'genres' Knowledge organiser	A Midsummer Night's Dream To develop students' ability to analyse both character in theme in Shakespeare's plays To improve students' ability to analyse Shakespearean language To improve students' ability to read and understand Knowledge organiser	A Midsummer Night's Dream To develop students' ability to analyse both character in theme in Shakespeare's plays To improve students' ability to analyse Shakespearean language To improve students' ability to read and understand Knowledge organiser
Science Knowledge organisers	Unit 6: Energy, Electricity and Magnetism Calculation of fuel uses and costs in the domestic context - comparing energy values of different foods (from labels) (kJ) - comparing power ratings of appliances in watts (W, kW) - comparing amounts of energy transferred (J, kJ, kW hour) - domestic fuel bills, fuel use and costs - fuels and energy resources Energy changes and transfers - other processes that involve energy transfer: completing an electrical circuit Current electricity - electric current, measured in	Unit 7: The periodic table and metals Chemical reactions - representing chemical reactions using formulae and using equations - displacement reactions - reactions of acids with metals to produce a salt plus hydrogen - reactions of acids with alkalis to produce a salt plus water The periodic table - the varying physical and chemical properties of different elements Materials - the order of metals and carbon in the reactivity series - the use of carbon in obtaining metals from metal oxides - properties of ceramics, polymers and composites (qualitative)	Unit 8: Healthy Lifestyle Nutrition and digestion - the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed - calculations of energy requirements in a healthy daily diet - the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases Health - the effects of recreational drugs (including substance misuse) on behaviour, health and life processes Chemical reactions - what catalysts do Calculation of fuel uses and costs in the domestic context	Unit 9: Separation Techniques Pure and impure substances - the concept of a pure substance - mixtures, including dissolving - simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography - the identification of pure substances Unit 9 KO Separation Techniques	Unit 10: Adaptation & Inheritance Photosynthesis - the reactants in, and products of, photosynthesis, and a word summary for photosynthesis Cellular respiration - aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life Relationships in an ecosystem - the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops - the importance of plant reproduction through insect pollination in human food security	Unit 11: Earth Science Earth and atmosphere - the composition of the Earth - the structure of the Earth - the rock cycle and the formation of igneous, sedimentary and metamorphic rocks - Earth as a source of limited resources and the efficacy of recycling - the composition of the atmosphere - the production of carbon dioxide by human activity and the impact on climate tbc

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	<p>amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge</p> <p>Static electricity - separation of positive or negative charges when objects are rubbed together.</p> <p>Magnetism - magnetic poles, attraction and repulsion</p> <p>Energy in matter - internal energy stored in materials</p> <p>Unit 6 KO Energy Unit 6 KO Electricity and Magnetism</p>	<p>Unit 7 KO Periodic Table Unit 7 KO Metals and Acids</p>	<p>- comparing energy values of different foods (from labels) (kJ)</p> <p>Energy changes and transfers - other processes that involve energy transfer: metabolism of food, burning fuels</p> <p>Unit 8 KO Health and Lifestyle</p>		<p>Inheritance, chromosomes, DNA and genes - heredity as the process by which genetic information is transmitted from one generation to the next</p> <p>Unit 10 KO Ecosystems Unit 10 KO Adaptation and Inheritance</p>	
<p>History</p> <p>Knowledge organisers</p>	<p>Industry, Revolution and Empire: Transatlantic Slave Trade</p> <p>Throughout Term1 we will learn core details about the how and why the transatlantic slave trade developed. We will also investigate their impact on and evaluate their affect. Finally, we will look at the factors that led to its eventual abolition in the UK.</p> <p>Knowledge Organiser</p>	<p>Industry, Revolution and Empire: British Empire</p> <p>For term 2 we will continue the theme of Britain’s impact on the wider world by investigating key aspects of its Empire. We will have a key focus on India, Australia and Africa, but also give some freedom for the pupils to explore other regions impacted by the Empire. Through historical research the pupils will be able to analyse the positives and negatives of this key period in our history.</p> <p>Knowledge Organiser</p>	<p>Industry, Revolution and Empire: Industrial Revolution</p> <p>In term 3 we will focus back on Britain itself and investigate how/why the industrial revolution took place in Britain. Not only will we explore the impact this had on people’s lives but also on how it changed the country forever.</p> <p>Knowledge Organiser</p>	<p>Protest and Conflict: 19th Century Britain</p> <p>Throughout term 4 will analyse the causes and consequences of the most significant social changes in 19th century Britain. These include the creation of a Police force, and greater demands for suffrage from its citizens.</p> <p>Knowledge Organiser</p>	<p>Protest and Conflict: Build up to WW1</p> <p>In term 5 we will investigate how/why the First World War broke out. Within this unit we will explore both the short and long term causes so as to understand the complexity of causation in historical terms.</p> <p>Knowledge Organiser</p>	<p>Protest and Conflict: WW1</p> <p>Finally, in term 6 we will investigate the various challenges faced by people during the First World War. We will not only investigate the life of the soldiers on the front line but also on how society changed on the Home Front. Throughout this term we will work alongside the English Department who are studying war poetry.</p> <p>Knowledge Organiser</p>
<p>Geography</p> <p>Knowledge organisers</p>	<p>Plates and shakes – Introducing Plate Tectonics – Earthquakes – Earthquake Case Study - Sichuan (China) v Christchurch (New Zealand) – Volcanoes and Human uses of Landscapes Tsunami - Tsunami Case Study - Human interactions with Physical world</p> <p>Knowledge organiser</p>		<p>Rivers and Freshwater Introducing Rivers – The Drainage Basin – The Upper Course – The Lower / Middle Course - – Droughts – Physical and Human causes of Flooding - The Boscastle Flood Case Study, Cornwall - Hard and Soft Engineering Schemes - Decision Making Exercise - Flood Case Study</p>		<p>Growth of Tourism in Africa – Introduction to Nigeria and key landscapes and cities – Climate Graphs and Climates of Nigeria – Society and Economy of Nigeria v UK – Introducing Lagos and Inequalities – Tourism in Nigeria - Costs and Benefits of Tourism – Eco-Tourism and Safari – Eco-Tourism case study and DME Exercise</p> <p>Knowledge organiser- to be confirmed</p>	

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		Knowledge organiser				
<p>MFL</p> <p>Knowledge organisers</p>	<p>Media and new technologies media - social media - TV - cinema - opinions</p> <p>Grammar - double verbs - conditional - and past tenses</p> <p>Knowledge Organiser 1</p>	<p>The wider world review last year's vocabulary on houses and town. add verb contents and activities linked with helping in the communities.</p> <p>Grammar - conditional and future tense - comparisons -al / a la</p> <p>Knowledge Organiser 2</p>	<p>Healthy lifestyles food and drink vocabulary- food and health vocabulary - Healthy lifestyles</p> <p>Grammar -time frames and adverbs - -past tense - Conditional -comparisons</p> <p>Knowledge Organiser 3</p>	<p>Future holidays Review module 1, 2 and 3 vocabulary with places to visit and stay - activities - food - future - gifts- opinions</p> <p>Grammar -Future tense -comparisons - plurals</p> <p>Knowledge Organiser 4</p>	<p>Past Holidays Places stayed in and visited - past activities - past weather - connectives - adverbs - opinions - extended answer strategies</p> <p>Grammar -Past tense</p> <p>Knowledge Organiser 5</p>	<p>Tourism and culture geographical terms of landscape, population, places to visit and why, current events in the world</p> <p>Grammar Review all tenses and grammar rules used this year</p> <p>Knowledge Organiser 6</p>
<p>ICT/ Computing</p>	<p>Enterprise</p> <p>This unit introduces enterprise through the medium of a Dragon's Den style project.</p> <p>Students identify a need and design a product or service.</p> <p>They then perform market research, evaluate and look at financing.</p> <p>Students will learn about being an entrepreneur and the requirements for business and enterprise.</p> <p>Upon completion, students will present to their peers.</p> <p>Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classroom</p>	<p>E-Safety and a Global Society</p> <p>Explain and justify the need for a solution to a problem for a specified client/target audience Explain to Year 6s how to use the internet safely. Identify and prioritize the primary and secondary research needed to develop a solution to the problem Good research on security. Analyse a range of existing products that inspire a solution to the problem Look at the good and bad points on ways of staying secure. Develop a detailed design brief which summarizes the analysis of relevant research. Using your research and teacher resources to plan your presentation. Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classroom</p>	<p>E-Safety and a Global Society</p> <p>Create a planning drawing/diagram which outlines the main details for making the chosen solution. Present the solution as a whole Critically evaluate the success of the solution against the design specification Using feedback and reflection how successful was your solution? Explain how the solution could be improved Reflect how it can be improved Explain the impact of the solution on the client/target audience How does your solution meet the target audience. Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classroom</p>	<p>Scratch Programming - What impact is plastic having on our environment? Persevere in action - Community Task. Reflection on ethical implications. Interpretation of the design challenge outline. Analysis of existing products for ideas. Design Brief. Developing Ideas Organisational activity. Planning your own game is Scratch. Creating the solution Create a production plan outline the activities and resources needed for the project. Create a process journal showing the steps taken to make the Scratch game. Evaluation Test the Scratch game using a test table and peer assessment. Reflect on the project as a whole.</p> <p>Currently KO's not used - homework is set weekly to complete the activities from the lesson and research via google classroom</p>		
<p>Art /Design Subjects are taught on rotation through the modules</p>	<p>World foods knowledge will link to the global context that the students are studying as they become more confident with different cuisines from different cultures. Students will learn to research a range of different aspects to</p>	<p>World foods Students will develop design skills to further their solutions. Their solutions will utilise the use of research, design brief, specification and primary research. Core drawing skills will be embedded with emphasis on annotations that are a focus throughout the design tasks.</p>	<p>Product Design Students will look at building upon primary research understanding the core fundamentals of woods and their origins. Students will develop design specification to then develop their own design ideas</p>	<p>Product Design Students will look to develop their ideas into practical solutions. Using some simple tools they will be able to create some variation to their design in the designated classroom.</p>	<p>Art Students will develop their line and tonal skills in this unit. Whilst researching students will begin to develop appropriate examples of portraiture. Students will learn to annotate and develop these studies developing core skills of highly developed and original outcomes</p>	<p>Art Students will use their knowledge of other designers to create outcomes using different mediums. Students will use their reflective skills picked up during the year to reflect and develop their outcomes.</p>
<p>Design technology Subjects are</p>						

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<p>taught on rotation through the modules</p>	<p>help them approach their Knowledge organiser</p>	<p>Practical skills will be developed with at home cooking challenges Knowledge organiser</p>	<p>Knowledge organiser</p>	<p>Knowledge organiser</p>	<p>Knowledge organiser</p>	<p>Knowledge organiser</p>
<p>Performing Arts Subjects are taught on rotation through the modules</p>	<p>Dance- 1.Choreographic Practice and Composition 2.Imaginary Boundaries: Poetry Stimulus</p> <p>1.Core Knowledge: Know about the different choreographic processes. Know about two contrasting professional works – A Linha Curva and Alice in Wonderland. Know about different forms and structures of a dance. Be able to create a performance piece based on one professional work. Be able to perform to an audience and convey the stimulus. Be able to give and receive meaningful feedback based on performance. Understand how different form and structure can affect the narrative in your dance. Understand how the choreographic process contributes to the final performance. Understand how different choreographic approaches work and how this may affect the dancers and audience.</p> <p>2. Core Knowledge: Know about the different choreographic process when choreographing on a poetic stimuli. Know about two poetically influenced professional works – Wayne McGregor Infra and BalletBoyz Young Men. Know about common composition methods. Know about how poetry can be used as a starting point for a dance. Be able to create a performance piece based on one poetry stimulus. Be able to perform to an audience and convey the stimulus. Be able to give and receive meaningful feedback based on performance. Understand how dances can take place at any time, in any space and in any place. Understand that dance can be a form of poetry in motion. Understand how stimuli can be used as a choreographic base.</p> <p>Year 8 Module 1 Knowledge Organiser Year 8 Module 2 Knowledge Organiser</p>	<p>Drama-1. Vocal Skills in Performance 2. Shakespeare: Character Work</p> <p>1. Vocal Skills in Performance</p> <p>Core Knowledge: What is voice? How can using your voice to educate about the different people, cultures and religions of the world? Should we change our voice depending on context? What are the different ways you can use your voice? What is the relationship between the recorded Arts and audiences? Our voices define who we are.</p> <p>2. Shakespeare: Character Work</p> <p>Core Knowledge: How do scripts work? What vocal skills are needed to create an engaging character? Can Shakespeare be relatable to a modern audience? What role does characterisation play in performing? What physical skills are needed to create an engaging character?</p> <p>Drama Yr 8 Module 1 Knowledge Organiser Drama Yr 8 Module 2 Knowledge Organiser</p>	<p>Music -1. Musical Stories: An introduction to the Elements of Music 2. Popular Song: Exploring Notation and Arrangement</p> <p>1.Musical Stories: An introduction to the Elements of Music</p> <p>Core Knowledge: What are the Musical Elements? What are the different instrument families and how do they create sound? How can we use music to represent people, places and concepts? How can we play instruments differently, to create different sounds more suited to the theme? Are some musical elements more important than others? Are some sounds better at communicating ideas than others?</p> <p>2.Popular Song: Exploring Notation and Arrangement</p> <p>Core Knowledge: What are the different note lengths and pitches called? What are the different parts of the staff How can we use a chord progression to create our own musical ideas? How can we use musical elements to show expression? Do we really need to write music down? Is arranging music the same as composing music?</p> <p>Year 8 (T1/M1) What makes a good song? Year 8 (T2/M2) Musicals</p>			
<p>PE</p>	<p>Demonstrate personal improvement Knowledge of health and fitness 1 - how we test our fitness (fitness testing - links to GCSE) 2 - How we can develop our fitness, different training methods and the different components of fitness we can development</p>	<p>Developing skills, techniques and roles in sport (Winter) The skills and techniques used in core winter sports (netball, handball, football). Developing skills practically as well as developing a theoretical understanding of when and why we use these skills in game play situations.</p>	<p>Performing in aesthetic activities Gymnastics skill development (balance, travel, jump, roll) and combining these skills in a routine. Developing their own routines in groups and understanding and applying skills needed to make a routine aesthetically pleasing to an audience. Feedback and communication embedded in the unit.</p>	<p>Participate in problem solving activities Developing team building and problem solving skills through solving problems and participating in team activities</p> <p>Focus on learning through developing skills such as resilience, logical thinking skills, communication, reflection ect</p>	<p>Range of tactics and strategies Tactical awareness in team games -what is a tactic? How and why do we use them? Example of team games understood and applied</p> <p>How can tactics be individual and team based? What skills are important when applying tactics?</p>	<p>Developing skills, techniques and roles in sport (Summer) Develop understanding and ability to produce athletics skills across many athletics events</p> <p>Develop skills and technique for track, throwing and jump events</p> <p>Knowledge Organiser</p>

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	<p>3 - Why do we do this? How do we stay healthy? Why are different types of fitness important?</p> <p>Knowledge Organiser</p>	<p>Knowledge Organiser</p>	<p>Knowledge Organiser</p>	<p>Knowledge Organiser</p>	<p>Knowledge Organiser</p>	
RSE	<p>Families What different types of relationships can someone have? How can relationships contribute to our happiness? What does it mean to fall in love? How can we manage conflict in relationships? Do families come in different forms? What is cohabitation? Currently KO's not used</p>	<p>Families What does it mean to make a commitment in a relationship? What is marriage? What is a civil partnership? Do couples in marriages and couples in civil partnerships have the same legal status? What is a divorce? What is a forced and an arranged marriage? Currently KO's not used</p>	<p>Families How do you know if you are ready to be a parent? What are the different methods of birth control? What is the role of a parent? What are the different types of family? How should we manage domestic conflicts? Extended piece of writing on the family – create a leaflet for primary school children detailing the different forms a family takes Currently KO's not used</p>	<p>Respectful relationships, including friendships What is friendship? Maintaining genuine friendships and avoiding toxic ones What is bullying? Bullying or banter – what is and what isn't acceptable? How can we prevent online bullying? How can we keep safe and positive relationships? Currently KO's not used</p>	<p>Respectful relationships, including friendships What is a stereotype? What is sexism? What is transphobia? What is homophobia? Are disabled people treated differently in society? Racism Currently KO's not used</p>	<p>Respectful relationships, including friendships Islamophobia What is ageism? How can tolerance be promoted? What is a protected characteristic? What are Human Rights? Human Rights Campaign Currently KO's not used</p>
World views	<p>The conflict between Religion and Science Science and Religion How did life begin? Do Miracles happen or are 'miraculous events' coincidences? Are there such things as Angels? What happens after death? What is a Near Death Experience? Do Near Death Experiences Prove Anything? Currently KO's not used</p>	<p>Inspirational Figures Who was Irena Sendler? Who was Anne Frank? Who is Malala? Who was Guru Nanak? Who is the Dalai Lama? Who are the Sadhus? Currently KO's not used</p>	<p>Pilgrimage What is a pilgrimage/ Special place Why is the holy land important for religious believers? Lourdes What is the Western Wall? What is the Hajj? Why is the River Ganges important to Hindus? Currently KO's not used</p>	<p>Religion and Sport What is stress and how can relaxation help? What are the benefits of leisure? How can our leisure time be misused? How are religion and sport linked? What do we mean by fair competition? What does it mean to be a sports fan? Currently KO's not used</p>	<p>War and Peace What is a war? What is the Just War Theory? What happened during the war in Iraq? What is a weapon of mass destruction? What is a conscientious objector? How do religious believers view war? Currently KO's not used</p>	<p>Animal Rights How are humans and animals different? What is vegetarianism and veganism? How do humans use animals for their entertainment? What is animal testing? What is human testing? How do religious believers think we should treat animals? Currently KO's not used</p>