

# Ark Pioneer Academy

**Year 8**  
**Curriculum Information Booklet**  
**2020-21**



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## Introduction



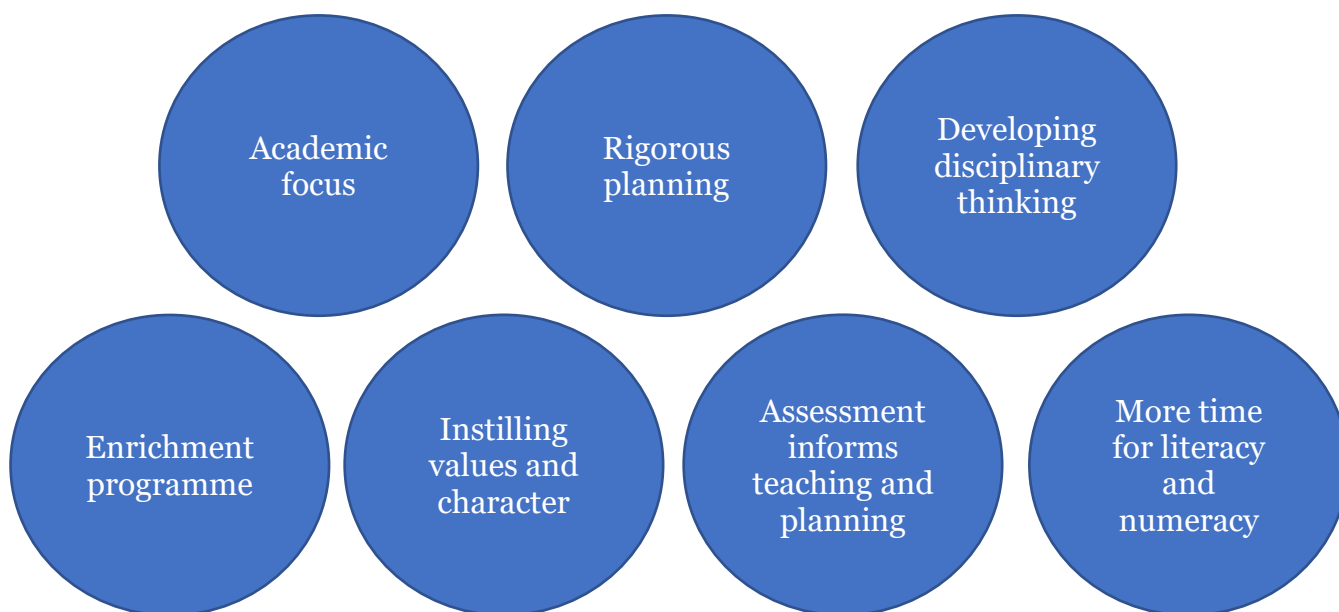
At Ark Pioneer, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3. Our subject leaders have created a rigorous curriculum in each subject that promotes curiosity and develops a depth of understanding. All subject areas aim to prepare our pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.

We commit extra curriculum time to English and mathematics in every year group. This allows our pupils to quickly develop literacy and numeracy skills to a very high level.

Our curriculum is organised into three cycles which will be assessed through formal examinations during assessment point 1 (December), assessment point 2 (April) and at the end of year exams (June). Parents will be invited to meet teachers three times a year to discuss their child's progress.

In addition, we build on each child's character and habits to support their academic and personal development. Discussions, assemblies and presentations by external speakers give pupils the language and structure to explore issues relevant to society, while also instilling the values that will guide their personal development. Pupils also develop the skills needed to succeed at university and in the workplace. They learn to be independent and organised. We also teach pupils how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public.

Alongside this curriculum, we run a variety of enrichment sessions for our pupils. We want them to develop interests and passions that will give them enjoyment throughout their lives. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and playing in our orchestra. In addition to this, we will offer subsidised music lessons for all pupils.



## Academic Focus

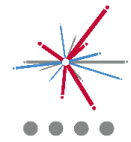
At Ark Pioneer, pupils will study a traditional curriculum with an academic focus from Key Stage 3 through to our Sixth Form offer. We believe this will provide pupils with a solid foundation for further education, empowering them to follow the career path of their choice and giving them a real chance to go to university.

## Rigorous planning

Our curriculum will be planned ‘backwards’ from university study in each subject and will include a thorough base of content. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on will be clearly defined. Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson’s learning fits into the pupils’ broader development within the subject.

## Developing disciplinary thinking

Each subject curriculum will promote disciplinary thinking and explore the big ideas underpinning that discipline. Teachers will develop a depth of understanding in each pupil, ensuring they are well prepared for future study, leaving no doors closed to pupils as they narrow their choices later in their education.



## **More time for literacy and numeracy**

We will commit extra curriculum time to English and mathematics in every year group. This will allow our pupils to quickly develop literacy and numeracy skills to a very high level, increasing their chances of being successful. Pupils who enter at below average levels of attainment will be supported to catch up, so they can access, and be successful in, our curriculum.

## **Assessment informs teaching & planning**

We will use assessment to support us in teaching our curriculum. Regular and spaced, low-stakes assessment will allow us to identify misconceptions or gaps and to plan appropriate interventions. Rigorous, challenging and fair tests of content taught each year will allow us to gather accurate data, indicative of where pupils are in relation to national expectations. Both will inform our review and improvement of schemes of work in each subject.

## **Instilling values & character**

We will build on each pupil's character and habits and teach them specific skills they need to succeed both at university and in the workplace. Discussions, assemblies and presentations by external speakers will give each pupil the language and structure to explore issues relevant to society, while also instilling the values that will guide their personal development.

## **Enrichment programme**

Alongside this curriculum, we will run a variety of enrichment sessions for our pupils. We want them to develop interests and passions that will give them enjoyment throughout their lives.

## Structure and Options



### Key Stage 3 Curriculum:

In years 7 to 9, we will offer a rich and varied curriculum, designed to prepare pupils fully for GCSEs and the 'step-up' to Key Stage 4. We will have a strong focus on English, mathematics and science, with generous allocations for these three core subjects. Each pupil will also spend significant time studying the humanities and French. However, our pupils will also experience a range of practical and expressive subjects including design technology, art, music, drama and PE every week. This balanced diet will ensure they develop into rounded individuals, with a range of strengths and talents.

<b>Subject</b>	<b>Periods</b>
<i>English</i>	6
<i>Maths</i>	5
<i>Science</i>	4
<i>History</i>	3
<i>Geography</i>	3
<i>French</i>	3
<i>Philosophy &amp; Religion</i>	1
<i>PE</i>	2
<i>Art, Design &amp; Technology</i>	3
<i>Music</i>	1
<i>Drama</i>	1

### Key Stage 4 Curriculum:

In Key Stage 4, our pupils will be exposed to a more grown up, sophisticated study of their chosen GCSE subjects. The disciplinary language and vocabulary, the difficulty of the concepts, the expectation in terms of homework and revision, will be unapologetically demanding.

We discuss individual curriculum pathways with pupils and their parents, as pupils prepare for the transition to Key Stage 4. They will have the option to choose two further subjects, including

- Art
- Design and Technology
- Music
- Drama
- Physical Education
- Religious Education
- History
- Geography



The weighting of subjects in Key Stage 4 will be as follows:

<b>Subject</b>	<b>Periods</b>
<i>English</i>	6
<i>Maths</i>	5/6
<i>Triple Science</i>	7
<i>Combined Science</i>	6
<i>French or another MFL</i>	3
<i>History of Geography</i>	3
<i>Option Subject 3</i>	3
<i>Option Subject 4</i>	3
<i>PE</i>	2

### **Key Stage 5 Curriculum:**

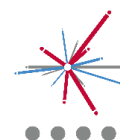
Ark Pioneer will open its sixth form in 2024 after our 2019 founding pupils complete GCSEs. We will offer A Level courses across a range of academic subjects. We also intend to offer a number of rigorous level 3 qualifications that have recently been introduced across the Ark network.

We believe this offer will prepare Ark Pioneer pupils to attend the best universities in the country or embark on a higher level apprenticeship of their choice.

### **Homework**

At Ark Pioneer, we believe that homework is crucial to success at school. Effective homework consolidates and secures learning and builds independence and self-discipline. Homework is recorded clearly in the planner by pupils, written in during the lesson when the homework is set. Form tutors will issue pupils with a homework timetable that sets out clearly the days each week subjects can set homework.

It is our expectation that all homework is completed to deadline and to the expected high standard. On the due date, homework will be checked at the beginning of the lesson and pupils leave the work visible on their desk.



## Subject Aim

Through studying English, pupils will develop their confidence to speak, read and write fluently so that they can effectively communicate their ideas and emotions to others and through their reading and listening. By developing a passion and appreciation for reading, we want pupils to appreciate our rich and varied literary heritage so that they acquire a wide vocabulary and develop culturally, emotionally, intellectually, socially and spiritually.

Additionally, pupils should be able to analyse language, structure and form of whole texts, including a variety of forms, and articulate themselves academically in well-structured critical essays, considering context and writer's intentions.

Alongside this, pupils will enhance their understanding of grammar and knowledge of linguistic conventions so that they can analyse as well as manipulate conventions to suit audience, purpose and text-type.

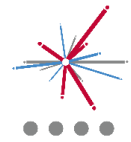
## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
<b>Autumn</b>	<i>What kind of character is Sherlock Holmes?</i>	<ul style="list-style-type: none"> <li>• Victorian England</li> <li>• The importance of style and archetypes</li> <li>• Sherlock Holmes- character development and vocabulary that aids the analysis of his character</li> <li>• Essay writing</li> <li>• Grammar</li> <li>• Building an argument in essays</li> </ul>
<b>Spring</b>	<i>How is Caliban presented in this extract and in the rest of the play?</i>	<ul style="list-style-type: none"> <li>• Elizabethan England</li> <li>• Post- colonial theory and how that assists the reading of the play</li> <li>• The form of a play</li> <li>• Analysis of Shakespearean language, structure and form</li> <li>• Vocabulary that aids analysis</li> </ul>
<b>Summer</b>	<i>How and why does the farm fail in 'Animal Farm'?</i>	<ul style="list-style-type: none"> <li>• The form of allegory</li> <li>• The relationship between context and texts</li> <li>• The importance of the writer's perspective when analyzing text</li> <li>• The stylistic choices made by an author</li> </ul>

## Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also undertake extended writing tasks where pupils' analytical skills, vocabulary, grammar and punctuation skills are assessed. In GCSE study, pupils will be entered for 2 GCSEs: the AQA Literature Specification and AQA Language specification. In Literature, pupils will study and be assessed on Macbeth, The Strange Case of Jekyll and Hyde, An Inspector Calls, Conflict and Power poetry and unseen poetry.





## Subject Aim

Through studying Mathematics students learn to be logical, analytical problem solvers thereby fostering resilience and independent thinking.

Students will be guided in exploration of mathematical concepts and be supported through explicit modelling of key language and notations to enable them to articulate their mathematical thinking and communicate their methods accurately.

Through the use of real-life mathematical examples, students will develop an appreciation for the importance of Mathematics in everyday life and the power and versatility of the subject.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What are the key features of fractions and percentages?</i>	<ul style="list-style-type: none"> <li>• Conceptualising and comparing fractions</li> <li>• All operations acting on fractions</li> <li>• Percentages</li> </ul>
Autumn 2	<i>How can we use algebra to solve problems?</i>	<ul style="list-style-type: none"> <li>• Sequences</li> <li>• Forming and solving equations</li> <li>• Forming and solving inequalities</li> </ul>
Spring 1	<i>How are 2D graphical representations used?</i>	<ul style="list-style-type: none"> <li>• Transforming 2D figures</li> <li>• Linear graphs</li> </ul>
Spring 2	<i>How are ratio and proportion relevant in everyday life?</i>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Real life graphs and rate of change</li> <li>• Direct and inverse proportion</li> </ul>
Summer 1	<i>How do we interpret observations?</i>	<ul style="list-style-type: none"> <li>• Univariate data</li> <li>• Bivariate data</li> </ul>
Summer 2	<i>What are the key features of 2D and 3D shapes?</i>	<ul style="list-style-type: none"> <li>• Circles and composite shapes</li> <li>• Volume and surface area of prisms</li> </ul>

## Assessment Details

In addition to regular multiple choice style questions students will also undertake extended problem-solving questions with real-life contexts to enable them to identify and apply appropriate mathematical methods. In GCSE study, we will follow Edexcel Specification 1MA1 at the Higher or Foundation tier of entry.



## Subject Aim

We aim to improve opportunities for all young people regardless of background. In science, this means pupils developing a comprehensive and connected understanding of the big picture of science and ensuring that young people leave school with enough science capital to inform their decision making throughout their life, to understand their impact on the environment and how to be and stay healthy.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How do we ensure to live a healthy lifestyle?</i>  <i>What happens during chemical reactions?</i>	<ul style="list-style-type: none"> <li>• Gas exchange</li> <li>• Diet &amp; Nutrition</li> <li>• Digestive System</li> <li>• Skeletal &amp; Muscular System</li> <li>• Recreational Drug</li> <li>• Chemical and Physical changes</li> <li>• Oxidation</li> <li>• Acids and Metal</li> </ul>
Autumn 2	<i>How can we use forces to predict motion?</i>  <i>How do ecosystems recycle materials?</i>	<ul style="list-style-type: none"> <li>• Speed</li> <li>• Distant-Time Graphs</li> <li>• Work Done and Pressure</li> <li>• Aerobic &amp; Anaerobic respiration</li> <li>• Photosynthesis</li> </ul>
Spring 1	<i>What is neutralisation?</i>  <i>How fields produce forces?</i>	<ul style="list-style-type: none"> <li>• The pH scale</li> <li>• Neutralisation</li> <li>• Magnetic Force</li> <li>• Magnetic Fields</li> <li>• Electromagnetism</li> </ul>
Spring 2	<i>How does electricity transfer energy?</i>  <i>How is variation shown within and between species?</i>	<ul style="list-style-type: none"> <li>• Resistance</li> <li>• Ohm's Law</li> <li>• Measuring Resistance</li> <li>• Variation</li> <li>• Selective Breeding</li> <li>• Adaptation</li> </ul>
Summer 1	<i>How earth systems interact?</i>	<ul style="list-style-type: none"> <li>• The Rock Cycle</li> <li>• The Water Cycle</li> <li>• Combustion</li> </ul>
Summer 2	<i>Can we see energy?</i>	<ul style="list-style-type: none"> <li>• Properties of Light</li> <li>• Reflection</li> <li>• Refraction</li> </ul>

## Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions in relation to key science practical's. In GCSE study, we will follow the AQA Specification offering both separate science or combined science pathways.



## Subject Aim

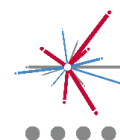
Pupils will learn how historical knowledge is constantly renewed by historians in the subject's ongoing development. This teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and renewed and that there are standards of truth for such renewal. This constant quest for better understandings of our world inspires both awe and humility in all of us. Every time pupils are reminded how historians are making us view the past differently or foregrounding the voices of the disadvantaged, oppressed and marginalised, both teachers and pupils are spurred to new curiosity for unearthing hidden voices. Armed with growing substantive knowledge and increasingly understanding history as a living, breathing, vibrant discipline, pupils are taught how to take their future place in that ongoing conversation.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	1 World views in 1000AD <i>How was the world connected in 1000AD?</i>	1.1 Britain: Power and the People, 410-present 1.2 Constantinople in c1000 CE 1.3 Islam in 1000 1.4 European Christendom in 1000
Autumn 2	2 Contested power, contested land  3 Empires: expansion and collapse <i>What does the story of Mansa Musa reveal about Medieval Africa?</i>	2.1 Norman Conquest, Norman England 2.2 Norman Diaspora and Sicily 2.3 The First Crusade 2.4 Church reform in the 12 <sup>th</sup> century 2.5 Eleanor of Aquitaine 2.6 Third Crusade 2.7 Magna Carta 3.1 The Mongol Empire 3.2 Medieval Mali 3.3 The British Isles 3.4 Hundred Years War 3.5 The Black Death
Spring 1	4 Stability and instability <i>Who held power in medieval towns?</i>  5 Revolutions in Religion <i>In what ways did the Reformation matter to ordinary people?</i>	4.1 Medieval Towns 4.2 Late medieval kingship 4.3 Renaissance 4.4 Henry VII in Europe 5.1 Reformation in Germany 5.2 Comparative reformations 5.3 Edward and Mary 5.4 Morebath
Spring 2	6 Silver and Gold <i>How have historians overcome the challenges involved in studying the Incas?</i> <i>What connected Elizabeth I to the wider world?</i>	6.1 Incas 6.2 The Mediterranean, Spain and Portugal 6.3 Black Tudors 6.4 Elizabeth and Connected Worlds
Summer 1	7 Early Modern History <i>How did life change in the early modern period?</i>	7.1 English Civil War 7.2 Witchcraft
Summer 2	8 Modern History <i>What was the Age of Revolution?</i>	8.1 The Enlightenment 8.2 Atlantic Revolutions

## Assessment Details

Pupils will complete a diagnostic assessment every six lessons, made up of multiple-choice questions to check pupils' knowledge and understanding of the core subject content. During their termly formative assessments, pupils will also write longer responses to the enquiry questions they have studied, having frequently practiced their extended historical writing in lessons. For GCSE History, we will follow the OCR A specification and study Migration in Britain c.1000 to c.2010, the Impact of Empire on Britain 1688-c.1730, International Relations 1918-1975 and Germany 1925-1955.



## Subject Aim

Geography at Pioneer will empower our students to:

- Make sense of the world, beyond their local surroundings and everyday experience.
- Engage in the ‘big conversations’ – the significant matters of our time.
- Prepare young people for lives as active citizens.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
<b>AUT 1</b>	<i>Investigating the weather: What is the climate of the UK?</i>  <i>River Rivals – why is there conflict on the Nile?</i>	<ul style="list-style-type: none"> <li>• UK climate + physical processes.</li> <li>• River processes.</li> <li>• River landforms.</li> <li>• Nile case study.</li> </ul>
<b>AUT 2</b>	<i>Food and Famine – Why do some countries eat more than others?</i>	<ul style="list-style-type: none"> <li>• Food scarcity and food plenty.</li> <li>• Physical and human factors affecting food security.</li> <li>• Large scale-farming impacts.</li> </ul>
<b>SPR 1</b>	<i>Endless Energy – What is energy insecurity and how do we solve it?</i>	<ul style="list-style-type: none"> <li>• Sources of energy.</li> <li>• Factors affecting energy security.</li> <li>• Energy management.</li> </ul>
<b>SPR 2</b>	<i>Climate Change – how does climate change affect different people in different places?</i>	<ul style="list-style-type: none"> <li>• Natural and human causes of climate change.</li> <li>• Risks and opportunities associated with climate change.</li> <li>• Mitigation and adaptation to changing climates in different places.</li> </ul>
<b>SUM 1</b>	<i>Polar Environment – What are polar environments important?</i>	<ul style="list-style-type: none"> <li>• Polar ecosystems + processes.</li> <li>• Polar landforms.</li> <li>• Polar politics + conflicts.</li> </ul>
<b>SUM 2</b>	<i>Investigating Sustainability – How can we make our community more sustainable?</i>	<ul style="list-style-type: none"> <li>• Local urban challenges.</li> <li>• Sustainability in the community.</li> <li>• Local fieldwork.</li> </ul>

## Assessment Details

Students will undertake knowledge quizzes, multiple choice questions (MCQs) and answer geographical enquiry questions through extended writing tasks designed to show the knowledge or skills learned in lessons. Each term there will be a ‘termly formative’ where students will complete a MCQ and an extended writing task. This enables us to identify students strengths and areas for re-teach in order to develop pupil knowledge. At the end of the year, there will be a Summer Assessment covering the year’s content.



## Subject Aim

Through studying French in Year 8, pupils will be able to communicate in spoken and written French, with a grammatical focus on conjugating verbs in the present, past and future tense. Pupils will continue to build their speaking and listening skills, whilst also beginning to write more French independently. Culturally, pupils will learn about the city of Paris, contemporary French music and French food.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
<b>Autumn 1</b>	<i>Où habites-tu?</i> Where do you live ?	Explain where you and others live, giving information on type of building, landscape/settlement types, the locations of nearby cities and the points of the compass. Know the major cities in France. Give justified opinions on places, including explaining what attractions they have. Give and understand directions.
<b>Autumn 2</b>	<i>Comment conjugue-t-on les verbes au présent ?</i> How do we conjugate present tense verbs?	Understand the concept of an infinitive verb and verb endings. Know how to conjugate regular ER, IR and RE verbs in the present tense. Know how to conjugate core irregular verbs (to have, to be, to do, to go).
<b>Spring 1</b>	<i>Qu'est-ce que tu regardes normalement?</i> What do you normally watch?	Explain opinions on different genres of film and television. Use the future tense to explain plans. Use transactional language to role-play cinema visits in French.
<b>Spring 2</b>	<i>Que peut-on faire pendant une visite à Paris?</i> What can you do on a trip to Paris?	Know how to construct the past tense (regular and irregular verbs). Know the main tourist attractions in Paris. Understand and produce narratives about visits to Paris. Construct comparisons between past and future trips.
<b>Summer 1</b>	<i>Comment est la culture des jeunes Français?</i> What is the culture of young French people?	Express opinions on different musical genres and artists. Understand how to describe clothes and outfits. Use past, present and future tense opinions.
<b>Summer 2</b>	<i>Que mangent-ils en France?</i> What do they eat in France?	Understand cultural connotations of French food and drink produce. Describe what people eat for different meals. Use transactional language to order food at restaurants and in shops. Compare past, present and future eating habits.

## Assessment Details

Pupils will be assessed in their communication and understanding of French across four skills; reading, writing, speaking and listening. They will also be assessed on their knowledge of vocabulary, grammatical structures and their translation skills.

At GCSE, French is assessed at Higher and Foundation tier with three written exams (writing, reading and listening) and a short speaking exam. Each exam is equally weighted.

# Physical Education



## Subject Aim

Through Physical Education students will develop a desire to partake in regular physical activity. They will be equipped with the constant opportunity to develop motor competency, backed by a curriculum offer that allows pupils to master skills. The route of physical education allows pupils to gain an insight into the necessity of physical activity and the invaluable impact it has on an individual's physical, social and emotional wellbeing.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	How can you test the components of fitness?	Practical - Multiskills: <ul style="list-style-type: none"> <li>• Fundamental skills and fine motor skills</li> </ul> Theory – Fitness Testing <ul style="list-style-type: none"> <li>• Suitable tests for each component of fitness</li> </ul>
Autumn 2	How does the respiratory system work?	Practical – Invasion Games: <ul style="list-style-type: none"> <li>• A range of techniques/skills within varying game contexts</li> <li>• Tactical awareness</li> </ul> Theory – Respiratory System <ul style="list-style-type: none"> <li>• Structure of the respiratory system</li> <li>• Functions of the respiratory system</li> </ul>
Spring 1	What affect does exercise have on the body?	Practical - Fitness: <ul style="list-style-type: none"> <li>• Physical, social and emotion health</li> <li>• Performing at maximal intensity</li> </ul> Theory – Health and Well-being <ul style="list-style-type: none"> <li>• Health, fitness and well-being</li> <li>• Benefits of exercise (Physical, Emotional &amp; Social)</li> </ul>
Spring 2	What movements are available at different joints in the body?	Practical – Net Games: <ul style="list-style-type: none"> <li>• Shots, tactics and disguise</li> </ul> Theory – Joints and Types of Movement <ul style="list-style-type: none"> <li>• Types of joints in the body</li> <li>• Types of movements available at different joints</li> </ul>
Summer 1	How can diet affect an athlete?	Practical – Striking & Fielding: <ul style="list-style-type: none"> <li>• Batting, Bowling and feeling skills used to outwit an opponent</li> </ul> Theory – Balanced Diet and Somatotypes <ul style="list-style-type: none"> <li>• The role of macronutrients and micronutrients</li> <li>• The body types</li> </ul>
Summer 2	Why should targets be SMART?	Practical - Athletics: <ul style="list-style-type: none"> <li>• Conform to athletics safety rules</li> <li>• Use fundamentals skills within athletic events</li> </ul> Theory – Goal Setting <ul style="list-style-type: none"> <li>• The principles of SMART target setting</li> </ul>

## Assessment Details

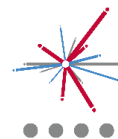
**Theory:** In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to a theory topic question.

**Practical:** Pupils will be assessed in their ability to perform skills within competitive situations, taking into account pupil's ability to perform with accuracy/disguise and precision. The curriculum map for KS3 Physical Education is built around five key disciplinary competencies; Performance, Tactics and Strategies, Analysis of Performance, Leadership and a Healthy Active Lifestyle. Everything within KS3 PE will be taught and assessed against the five key disciplinary competencies.

In GCSE study, we will follow OCR (9-1) Specification.



# Music



## Subject Aim

In many ways learning music is much like learning a language. For students, learning how to understand music, read music or play an instrument can change the brain and impact other areas of learning.

Through Music, students will develop creativity, character and confidence. They will increase their understanding of a variety of styles, music theory and history; increasing their cultural capital.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>How is melody, harmony and texture used in Baroque music?</i>	<ul style="list-style-type: none"><li>• Ground bass.</li><li>• Bass clef, root note, 3rd, 5th, octave, ornament, trill, ascending, descending.</li><li>• Major, minor, triads, root position, key signature, D major.</li><li>• Basso continuo, harpsichord,</li></ul>
Spring	<i>What is world music?</i>	<ul style="list-style-type: none"><li>• Rhythm and texture</li><li>• Polyrhythms</li><li>• West African music and key terminology</li><li>• Call and response</li><li>• Improvisation</li></ul>
Summer	<i>How is melody and harmony used in the blues?</i>	<ul style="list-style-type: none"><li>• 12 bar blues</li><li>• Blues scale, seventh chords, blues scale</li><li>• Riff, walking bass, block chords</li><li>• Swung quavers, shuffle</li></ul>

## Assessment Details

Students will be assessed on practical work, such as performances and compositions. Theory-based assessments will take place as listening exams, on a termly basis. In GCSE, we use the Edexcel specification.





## Subject Aim

In art we facilitate students' exploration of the world around them through the research of artists, illustrators and designers. The investigation of others' work will serve as a catalyst to deepen students' understanding of the conceptual and practical aspects of visual language. Social and political narratives will be explored to provide students with contextual understanding, furthering comprehension of artistic intentions and influences. Through the analytical dissection of art forms and narratives, pupils will develop their own artistic voice and be able to engage and respond in a meaningful way. We offer a wide range of experiences within and out with the classroom to help promote fluency of visual language using a range of materials. Students will leave with the skills to be able to actively engage with art discourse and a strong understanding of the power of visual language.

## Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	Can a picture say 1000 words?	<ul style="list-style-type: none"> <li>• Introduction to Photoshop</li> <li>• Photoshop tools and techniques</li> <li>• Create double exposure artworks</li> <li>• Book cover design based on summer reading</li> </ul>
Autumn 2	How have advancements in technology affected artistic practice?	<ul style="list-style-type: none"> <li>• Introduction to lino printing</li> <li>• History of printing</li> <li>• Development of design for print</li> <li>• Create a final piece which combines lino print and Photoshop techniques and processes</li> </ul>
Spring 1	How can biomorphic design help us connect with nature?	<ul style="list-style-type: none"> <li>• Exploration of biomorphic design through the study of artists, designers and architects</li> <li>• Study of natural structures</li> <li>• Developing a design informed by independent investigations</li> </ul>
Spring 2	What role does science play in art?	<ul style="list-style-type: none"> <li>• Introduction to clay techniques and processes</li> <li>• Material properties</li> <li>• Further exploration of structures</li> <li>• Designing and planning a sculptural piece</li> </ul>
Summer 1	Are words more powerful than images?	<ul style="list-style-type: none"> <li>• Investigation of artists' who explore socio-political issues through their work</li> <li>• Analysis of own and others' work</li> <li>• Understanding propaganda and its influence</li> </ul>
Summer 2	Can our art be an extension of ourselves?	<ul style="list-style-type: none"> <li>• Create personal responses in written and visual form, based on social and political issues</li> <li>• Develop drawing and painting techniques</li> <li>• Portrait painting</li> <li>• Exploring identity through art</li> </ul>

## Assessment Details

Students' practical work will be assessed at the end of each term as well as regular quizzes in lessons, which will test the understanding of subject specific language and knowledge of artistic techniques and processes. For GCSE we will follow the AQA exam specification. Assessment at GCSE will take the form of coursework projects, followed by an exam project.



## Subject Aim

Through studying Design and Technology pupils will experience an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, particularly in sustainability and the environment.

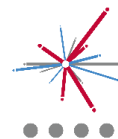
## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How has CAD/CAM facilitated the advancement of the design industry?</i>	<ul style="list-style-type: none"> <li>• CAD and CAM.</li> <li>• 3D modelling and manipulation.</li> <li>• Using mathematics to design within constrictions.</li> </ul>
Autumn 2	<i>Can biomorphic design make us feel more connected to our environment?</i>	<ul style="list-style-type: none"> <li>• Biomorphic design and biomimicry.</li> <li>• Design thinking.</li> <li>• Rapid prototyping techniques.</li> </ul>
Spring 1	<i>Why should we make stronger connections with the products we own/make?</i>	<ul style="list-style-type: none"> <li>• Understanding properties of materials.</li> <li>• Measuring and marking out onto metals, polymer and woods.</li> <li>• Developing skills with hand tools and basic machinery.</li> </ul>
Spring 2	<i>Why should make design choices carefully?</i>	<ul style="list-style-type: none"> <li>• Lean manufacturing methods.</li> <li>• Wasting methods.</li> <li>• Developing skills with hand tools and basic machinery.</li> </ul>
Summer 1	<i>Can we learn through teaching?</i>	<ul style="list-style-type: none"> <li>• Investigating design opportunities.</li> <li>• Designing for education.</li> <li>• Using CAD and traditional design methods.</li> <li>• Communicating with and responding to a clients needs.</li> </ul>
Summer 2	<i>What is organisation so important in design and manufacturing?</i>	<ul style="list-style-type: none"> <li>• Creating planning documents for manufacture.</li> <li>• Identifying appropriate manufacturing methods for different products.</li> <li>• Adapting plans for mass manufacture.</li> </ul>

## Assessment Details

Students will receive regular feedback based on diagnostic assessment on a variety of topics. Multiple choice questioning, short answer written questions and design work during KS3 will prepare students for the rigor of KS4 Design & Technology. The GCSE will be assessed through a NEA (Non-examined assessment/coursework) and an exam.

# Drama



## Subject Aim

Studying Drama allows students to build a variety of skills and attributes that are essential for the working world; developing empathy and understanding in their personal lives, as well as a depth of knowledge and appreciation of theatre, as an art form.

Students will develop their confidence, team-working skills, public speaking skills and creativity. Through studying drama, students will be able to problem-solve, tackle issues in the community and world around them through role-play and learn about key theatre practitioners and playwrights; both classical and contemporary.

## Year 8 Termly Overview

Term	Enquiry Questions	Key subject knowledge
<i>Autumn</i>	<i>Who was Bertolt Brecht, and what does it mean for an audience to be 'objective'?</i>  <i>What is the impact of political theatre?</i>	<ul style="list-style-type: none"><li>• Understand the basic techniques and features of Epic Theatre and Political theatre: gestus, archetypes, multi-role, contradiction, breaking the fourth wall/direct address, breaking the tension and comedy.</li><li>• Knowing the different between emotional engagement and remaining objective</li><li>• To have an understanding of what Brecht intended for his audiences.</li></ul>
<i>Spring</i>	<i>Who are Frantic Assembly, and how do they use movement to tell a story?</i>  <i>What is the role of a director in rehearsal?</i>	<ul style="list-style-type: none"><li>• Vocal skills and how they can be used effectively to show the development of a character in a scene</li><li>• Knowledge of key techniques commonly used by Frantic Assembly: chair duets, hymns hands, round-by-through</li><li>• Knowledge of how Frantic Assembly work as a theatre company, and produce work for theatres.</li><li>• Physical theatre techniques: choral movement, motif, slow motion</li><li>• Rehearsal techniques used to explore relationship and character</li><li>• Rehearsal techniques used to develop characterisation</li><li>• Basic features and equipment used in lighting, sound, costume and set design</li></ul>
<i>Summer</i>	<i>Who is Steven Berkoff?</i>  <i>What is Total Theatre?</i>	<ul style="list-style-type: none"><li>• Knowledge of the key techniques commonly used by Berkoff: exaggeration, direct address, people as props</li><li>• Seven levels of tension</li><li>• Key features of physical theatre: choral movement, shoaling</li><li>• The vocal features often used in Berkovian theatre</li><li>• To have an understanding of what Berkoff intended for his audiences.</li></ul>

## Assessment Details

Students will complete regular practical assessments, focusing on the use of voice, movement and space in performance, creation of character and the use of theatre styles and conventions, both through devised and script-based work. They will also complete multiple-choice style questions assessing their key knowledge of the subject. In GCSE, we follow the WJEC Eduqas specification.

# Religion and Philosophy



## Subject Aim

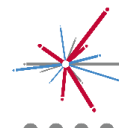
Through studying Religion and Philosophy students will develop in confidence and knowledge of their own beliefs and values to be able to eloquently express and debate them. Students will also build their knowledge of the nature, significance and impact of world religions in contributing to a cohesive and compassionate society. Finally, through studying societal issues with consideration of the modern and ancient philosophy, students will be able to come to well-reasoned conclusions and sound judgement on ethical and moral debates.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How has Christianity developed over time?</i>	<ul style="list-style-type: none"> <li>• Origins of Cristian thought following the death of Jesus</li> <li>• The development of the early church based on the letters of St Paul and the early problems</li> <li>• Members of the Early church were persecuted and martyred</li> <li>• Importance of Constantine and the Council of Nicea in changing the perception of Christians</li> </ul>
Autumn 1	Is Christianity under attack in modern Britain?	<ul style="list-style-type: none"> <li>• Debates on the ownership and origin of the Bible</li> <li>• Christianity within a multicultural Britain</li> <li>• Christianity and the debated perspectives on slavery and the crusades</li> <li>• Christianity faces challenges such as declining numbers, criticism of its influence and pop culture challenges</li> </ul>
Spring 1	What does it mean to be a Muslim?	<ul style="list-style-type: none"> <li>• Muslims believe that Muhammad received revelations on how people should live</li> <li>• After Mohammad’s death, Islam continued to spread under the caliphs and established an empire</li> <li>• The story of how Mohammed received the revelations</li> <li>• Islamic celebrations, festivals and prayer</li> </ul>
Spring 2	Can Islam be a source of peace in the modern world?	<ul style="list-style-type: none"> <li>• The five pillars of Islam and their order of importance</li> <li>• Islamic festivals including Ramadan and Eid</li> <li>• Islam and global terrorism links with the concept of Jihad and the ‘Greater Jihad’</li> </ul>
Summer 1	How do Hindu’s practice their religion?	<ul style="list-style-type: none"> <li>• Hinduism has no single founder and its followers have many different beliefs</li> <li>• The main sacred text is the four Vedas which are believed to come from God</li> <li>• Hinduism is rich in symbolism</li> </ul>
Summer 2	What is the role of Hinduism in the modern world	<ul style="list-style-type: none"> <li>• Hindus value pilgrimages and visit holy mainly Varanasi and city of Puri</li> <li>• Hindu festivals are celebrated throughout the world with different interpretations</li> <li>• Caste system is a social structure that some Hindus believe divides society</li> </ul>

## Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to or take a position on a topical issue. In GCSE study, we will follow Edexcel Specification B with a focus on *Christianity* and *Islam* alongside *Religion and Ethics* and *Religion, Peace and Conflict*.



## University, Careers & Enrichment

We are committed to ensuring every Ark Pioneer pupil has high aspirations for themselves. We will inspire them to think more deeply and more broadly about the world around them and the opportunities it presents. A key part of this will be ensuring each pupil understands the impact that school and further education can have on their future life.

### University & Careers

We want every pupil to do well enough to go to university or pursue the career of their choice. To support this, we will ensure that alongside setting high expectations for academic progress, we will focus on building the habits and skills most desired by employers and universities.

As part of our tutor and assemblies programme, and within the curriculum for each subject, we will teach the key learning dispositions needed to succeed at university and in the workplace. Pupils will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. In addition to this, we will guarantee access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. During assemblies and tutor time, we will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights with pupils.

All of our pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

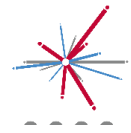
### Enrichment

We will run a variety of enrichment sessions for our pupils, giving them the chance to develop interests and passions that will give them enjoyment throughout their lives.

Every pupil at Ark Pioneer will take part in two enrichment activities per week, built into our extended school day. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and singing in our school choir.

In addition to this, our pupils will be invited to take part in music and sports enrichments over lunch time through the week. Our school sports teams will train after school and our musicians and singers will have the opportunity to take part in the Ark network choir (Spark) and orchestra (Fusion) in addition to school based music enrichments. We will offer subsidised instrumental lessons for all pupils, which will take place through the school day.

In the Autumn term of the 2020 – 21 school year, enrichment we will run a virtual enrichment program. We will review this each term and when it is safe to do so, reintroduce a timetabled enrichment offer into our school day.



# Values & Character Development

## Our values

Our values define how we work together as a community in Ark Pioneer. They are a framework to guide our interactions and communications, to recognise and reinforce the behaviours we want to see in our community and to embed our ambitious vision.

Our values set out the way in which we approach our work as professionals in education. All of our staff will understand the importance, relevance and impact of each value through our induction and training programme.

We will teach pupils explicitly about our values through assemblies and the tutor programme and our pillar days. They will set the bar for pupils as they grow into young adults, ready for life beyond school.

## Building strong character traits

At Ark Pioneer, we will build on each child's character and habits to support both their academic and personal development. Our character programme will teach pupils about nine personal attributes: *Curiosity, Honesty, Altruism, Reflectiveness, Adaptability, Courage, Tenacity, Empathy and Responsibility* through concrete examples.

We will develop pupils' understanding of these key character traits throughout their life at Ark Pioneer academy and across the curriculum, including through our enrichment programme. We believe this will enable our pupils to be both successful learners and active participants within their communities and wider societies.