

# Ark Pioneer Academy

**Year 8**  
**Curriculum Information Booklet**  
**2022-23**



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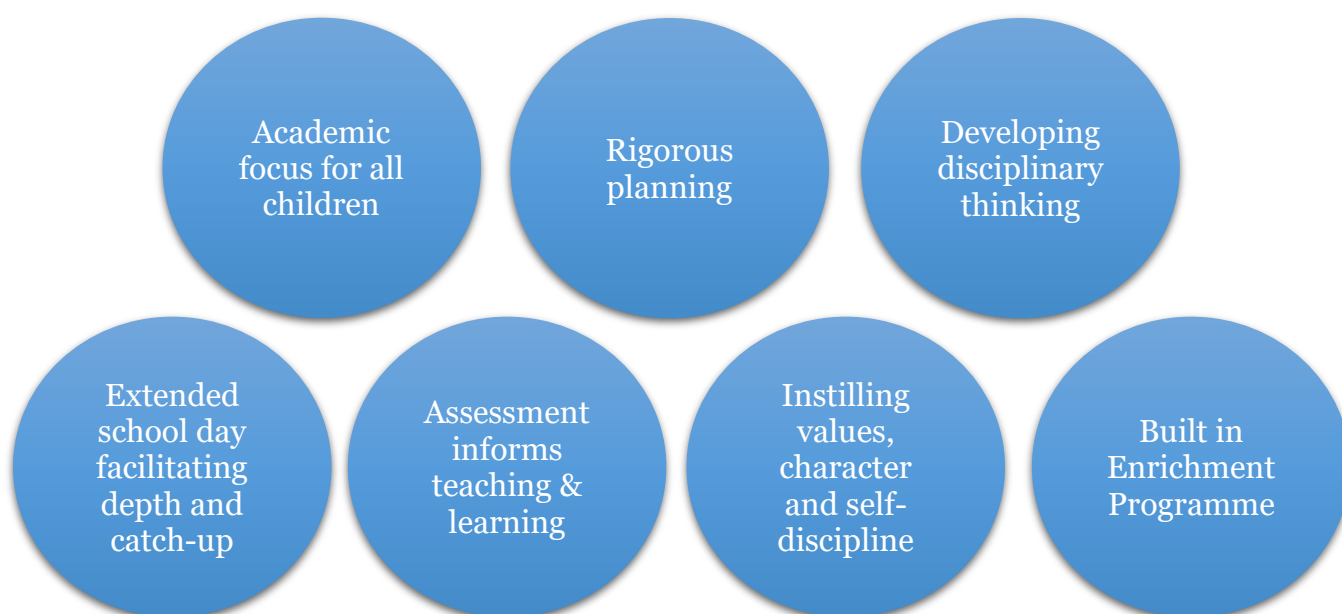
## Introduction



*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 every 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.*

## Our Curriculum Values



### Academic focus for all children

At Ark Pioneer, pupils study a traditional curriculum, with an academic focus from Key Stage 3 through to our Sixth Form offer. In years 7 to 9, we offer a rich and varied curriculum, designed to prepare pupils fully for GCSEs and the ‘step-up’ to Key Stage 4. We have a strong focus on English, mathematics and science, with high allocations for these three core subjects (see table below). Each pupil also spends significant studying the humanities and French.

However, our pupils also experience a range of practical and expressive subjects including design technology, art, music, drama and PE every week. Computing skills are taught through a range of subjects, built into our Values & Character programme and individual pillar days and enhanced by our Digital Strategy, ensuring our pupils are responsible, competent, confident and creative users of information and communication technology.

This balanced curriculum diet ensures they develop into rounded individuals, with a range of strengths and talents.



### **Rigorous planning through a 7 year journey**

Our curriculum is planned ‘backwards’ from university study in each subject and includes a thorough base of content. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on are clearly defined in our curriculum maps, medium term plans and at a pupil level, in subject knowledge organisers and supporting classroom resources.

Our teachers 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 from Key Stage 3 onwards.

### **Developing disciplinary thinking**

Each subject curriculum promotes disciplinary thinking and explores the big ideas underpinning that discipline. Teachers 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.

### **Extended school day facilitating depth and catch-up**

We are lucky to have an extended school day which facilitates exploring core subjects in depth and catch-up in particular in reading, English and maths. We commit extra curriculum time to English and mathematics in every year group and train all teachers to be confident teachers of reading. This allows our pupils to quickly develop literacy and numeracy skills to a very high level, including improving their reading age, all of which increases their chances of being successful across every subject.

Pupils who enter at below average levels of attainment and pupils with additional learning needs are supported to catch up, so they can access, and be successful in, our curriculum. This includes interventions in lessons as well as EAL, homework and academic support outside of school targeted at pupils who need it most.

### **Assessment informs teaching & learning**

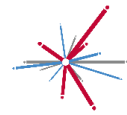
We use assessment to support us in teaching our curriculum and of course to support pupils’ reflection on their learning. Regular ‘low-stakes’ assessments such as quizzes, allow us to identify misconceptions or gaps and to plan appropriate immediate interventions such as re-teaching specific content or addressing issues with individual pupils or groups. Pupils can also learn from these experiences, identifying their mistakes and correcting and improving their work so they can do better next time.

Challenging and fair end of year tests allow us to grade pupils and indicate where they are in relation to national expectations for their age group. Parents receive a report with a grade at the end of each year.

Both forms of assessment inform our improvement of curriculum planning and inform any training needed.

### **Instilling values, character and self-discipline in every child**

We devote significant time to instilling our school community values and to building on each pupil’s character and habits to support their academic and personal development. Through our Values and Character Programme our pupils reflect on personal development and relationships, consider what it means to be a British citizen and explore national and global issues.



Pupils are taught specific skills they need to succeed both at university and in the workplace. This includes developing key dispositions such as debating (which they do every week when discussing news items) and presenting (in form and through specific opportunities eg Pupil Council and the First Give programme which all year 8 will participate in this year) as well as embedding useful learning habits such as practice, repetition and recall through ‘copy, cover, check’.

All of this is intertwined with teaching the value of *self-discipline* and developing a sense of responsibility in all of our pupils, supporting them to grow into thoughtful and engaged members of society, acting responsibly and making good decisions.

### **Built in Enrichment Programme**

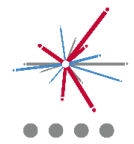
We are proud that our extended school day allows us to offer two sessions of enrichment for pupils in every year group. Every pupil is exposed to a variety of interests whether sports, arts or academic and has the chance to develop passions that will give them enjoyment throughout their lives. In year 8 pupils have one session which is a rotation through lots of enrichments to give them a taster of new interests and push them outside their comfort zone; the other is an enrichment choice session. The enrichment schedule for each term will be shared in the parent update and pupils can see it on their form board.

In addition, we subsidise instrumental lessons for all pupils and offer opportunities for our choir, band and instrumentalists to rehearse and perform regularly. Please ask Ms Barnes if you wish to take up an instrument [j.barnes@arkpioneer.org](mailto:j.barnes@arkpioneer.org)

Pupils play sports at lunchtime and our teams practice and compete regularly in local and network fixtures after school. Club schedule for each term will be shared in the parent update and pupils can see it on their form board.

Our pupils are encouraged to take part in school events and competitions from UK Maths Trust, to ‘bake-offs’ to photography through the year – ensuring aspirations for every child stretch well beyond the base curriculum offer. We share opportunities with parents in the weekly parent bulletin and with pupils in form time.

# Subject weighting and pupil groups



## Key Stage 3

The weighting of subjects through each week and number of pupil groups is shown here:

Subject	Periods	Groups	Subject	Periods	Groups
<i>English</i>	6	7	<i>PE</i>	2	6
<i>Maths</i>	5	6	<i>Art</i>	2	7
<i>Science</i>	4	6	<i>Design &amp; Technology</i>	1	6
<i>History</i>	3	6	<i>Music</i>	1	6
<i>Geography</i>	3	6	<i>Drama</i>	1	6
<i>French</i>	3	6	<i>Enrichment</i>	2	8
<i>Religious Education</i>	1	6	<i>Values &amp; Character programme</i>	2.5 (8:30-9am each morning)	6

All pupils belong to a homegroup, named after a role model who has modelled our school values amidst many challenges. Each homegroup's tutor is the main parental link and delivers our Values & Character programme to pupils each morning, taught in their form base.

## Year 8 Team



8 Hoy  
Mr Critchley  
(Lead Teacher  
Art & Design)



8 Obama  
Ms Sultana  
(English)



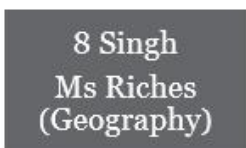
8 Rapinoe  
Ms Mihaila  
(Maths & High  
Asp. Lead)



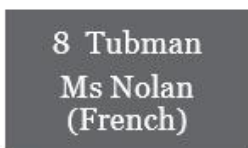
Co-tutor 8  
Mr Grande  
(History  
Network Lead)



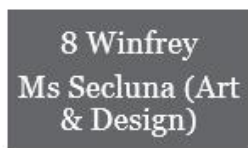
Co-tutor 8  
Mr Aristotelous  
(SIC Science)



8 Singh  
Ms Riches  
(Geography)



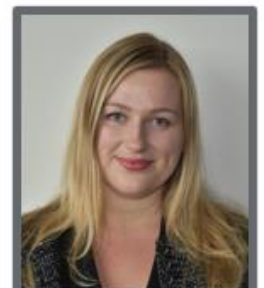
8 Tubman  
Ms Nolan  
(French)



8 Winfrey  
Ms Secluna (Art  
& Design)



Co-tutor 8  
Mr Muxworthy  
(Maths)



Ms Butler-Hardy  
Head of Year 8  
(English)





For most subjects, pupils are taught in mixed ability teaching groups; we believe this is the right balance to ensure every child genuinely develops a growth mindset. We work hard to ensure every child in these groups is motivated to achieve their potential and challenged and supported to do so. Pupils learn in subject specialist spaces or department corridors.

In English, we have a seventh, smaller group in which we offer tailored support to those furthest behind in their reading age and writing capability. This is supplemented by further reading interventions appropriate to the child's reading age (including phonics, Lexia and guided reading). Pupils know they are in this group to support their reading and literacy development and this is framed as a very positive opportunity for every pupil.

In maths and science, we have a streamed grouping in year 7 and 8, ensuring pupils follow precisely the right curriculum based on their prior attainment. This supports accelerated progress and success in GCSE curricula in these subjects. Pupil groups for maths and science are named after noteworthy scientists and mathematicians rather than numbered; we would never refer to any specific group number. Pupils are all exposed to a curriculum that allows them to be successful at GCSE and will study similar units and enquiry questions to their peers, regardless of group.

It is so important to mention that though we do have this grouping structure to support pupil progress, we never communicate set numbers or discuss grouping with pupils, other than reiterating that the group they are in ensures they are challenged to achieve their potential and that we are working to ensure every child does well enough in GCSE to have real options and choices for their future. This is important for parents to be aware of and reinforce the same messaging. We know this will ensure every child maintains the growth mindset they need to succeed.

## 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

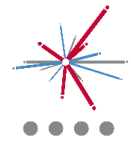
Term	Enquiry Question	Key subject knowledge
<b>Autumn</b>	<i>What kind of character is Sherlock Holmes?</i>	<ul style="list-style-type: none"> <li>• Victorian England</li> <li>• The importance of style and archetypes</li> <li>• Sherlock Holmes- character development and vocabulary that aids the analysis 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, A Christmas Carol, An Inspector Calls, Conflict and Power poetry and Unseen poetry.



# Maths



## Subject Aim

Mathematics teaches students to be logical, analytical, problem solvers which fosters resilience, independent thinking and a growth mindset – all skills required to become lifelong learners in any chosen profession.

By exploring mathematical concepts and explicitly modelling key language and notations students will be supported and encouraged to articulate their mathematical thinking and communicate their methods accurately.

The regular use of cross curricular connections will develop students' thirst for knowledge, curiosity and appreciation of the power and versatility of mathematics.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<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>
Autumn 2	<i>How are 2D graphical representations used?</i>	<ul style="list-style-type: none"><li>Linear graphs</li><li>Accuracy and estimation</li></ul>
Spring 1	<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>
Spring 2	<i>How do we interpret observations?</i>	<ul style="list-style-type: none"><li>Univariate data</li><li>Bivariate data</li></ul>
Summer 1	<i>What are the key features of 2D shapes?</i>	<ul style="list-style-type: none"><li>Angles in polygons</li><li>Circles and composite shapes</li></ul>
Summer 2	<i>What are the key features of 3D shapes?</i>	<ul style="list-style-type: none"><li>Volume and surface area of prisms</li><li>Bearings</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

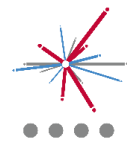
We aim to improve opportunities for all young people regardless of background. In science, this means pupils developing a comprehensive and connected understanding of the big picture of science and ensuring that young people leave school with enough science capital to inform their decision making throughout 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	<i>How are organisms arranged?</i>	<ul style="list-style-type: none"> <li>• The Respiratory System</li> <li>• Gas Exchange</li> <li>• Skeletal &amp; Muscular System</li> <li>• Recreational Drug</li> </ul>
	<i>What is neutralisation?</i>	<ul style="list-style-type: none"> <li>• The pH scale</li> <li>• Neutralisation</li> </ul>
	<i>How can we use forces to predict motion?</i>	<ul style="list-style-type: none"> <li>• Speed</li> <li>• Distant-Time Graphs</li> <li>• Work Done and Pressure</li> </ul>
Spring	<i>How do ecosystems recycle materials?</i>	<ul style="list-style-type: none"> <li>• Aerobic &amp; Anaerobic respiration</li> <li>• Photosynthesis</li> </ul>
	<i>What happens during chemical reactions?</i>	<ul style="list-style-type: none"> <li>• Chemical and Physical changes</li> <li>• Oxidation and Reduction</li> <li>• Acids and Metal</li> <li>• Combustion</li> </ul>
	<i>How fields produce forces?</i>	<ul style="list-style-type: none"> <li>• Magnetic Force</li> <li>• Magnetic Fields</li> <li>• Electromagnetism</li> </ul>
	<i>How is variation shown within and between species'?</i>	<ul style="list-style-type: none"> <li>• Variation</li> <li>• Selective Breeding</li> </ul>
Summer	<i>How earth systems interact?</i>	<ul style="list-style-type: none"> <li>• The Rock Cycle</li> <li>• The Water Cycle</li> </ul>
	<i>How does electricity transfer energy?</i>	<ul style="list-style-type: none"> <li>• Resistance</li> <li>• Ohm's Law</li> <li>• Measuring Resistance</li> </ul>
	<i>What happens to our food when we eat?</i>	<ul style="list-style-type: none"> <li>• Digestive system</li> <li>• Digestive Enzymes</li> <li>• Food Tests</li> <li>• Plant Nutrition</li> </ul>
	<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.



# History

## Subject Aim

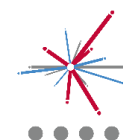
In history, pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<p><b>1 Expanding empires, connected worlds in 1600</b>  <i>How does Ruby Lal use sources to construct her story of Nur Jahan?</i></p> <p><i>How did African kingdoms become more connected with the wider world?</i></p>	<ul style="list-style-type: none"> <li>• The Mughal Empire</li> <li>• The story of Nur Jahan</li> <li>• The research of historian Ruby Lal</li> <li>• Kingdom of Benin</li> <li>• Kingdom of the Kongo</li> </ul>
	<p><b>2 Contested power, contested ideas, contested land</b>  <i>How close did England really come to a Puritan reformation?</i></p> <p><i>How much did Pepys's world really change?</i></p>	<ul style="list-style-type: none"> <li>• Puritanism and politics 1603 to 1657</li> <li>• 'World turned upside down' 1642 to 1660</li> <li>• Ireland in the seventeenth and eighteenth centuries</li> <li>• The Stuarts 1660 to 1715</li> </ul>
Spring	<p><b>3 Destroyed communities, created communities</b>  <i>How far were enslaved Africans able to resist being dehumanised?</i></p> <p><i>How similar were Virginia and Massachusetts?</i></p>	<ul style="list-style-type: none"> <li>• Transatlantic Slavery</li> <li>• British colonisation in North America</li> <li>• The East India Company</li> </ul>
	<p><b>4 Worlds in motion: minds, migrants and machines</b>  <i>Why was land the site of conflict in England between 1600 and 1850?</i></p> <p><i>What can historians infer about industrial worlds from working people's voices?</i></p> <p><i>How have historians clashed over what the American Revolution was for?</i></p>	<ul style="list-style-type: none"> <li>• Agricultural Revolution</li> <li>• Industrial Revolution</li> <li>• The American Revolution</li> </ul>
Summer	<p><b>5 Revolution and rebellion, reaction and reform</b>  <i>How far did abolition transform life for Jamaicans between 1760 and 1870?</i></p> <p><i>What did the Chartists want?</i></p>	<ul style="list-style-type: none"> <li>• French Revolution</li> <li>• Experiences &amp; agency of black peoples in Caribbean</li> <li>• 1832 Reform Act</li> <li>• Chartism</li> </ul>
	<p><b>6 The elite response: reform from above</b>  <i>Why are different stories told about Britain's journey to democracy?</i></p> <p><i>Why does it matter what we call the 1857 conflict in India?</i></p>	<ul style="list-style-type: none"> <li>• Political reform and the extension of the franchise</li> <li>• India's 1857 rebellion and aftermath</li> </ul>

## Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions pupils also write paragraphs and essays in response to the enquiry questions. At GCSE, pupils will follow the Edexcel specification, studying British and world medieval, early modern and modern history.



## 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>River Rivals – why is there conflict on the Nile?</i>	<ul style="list-style-type: none"> <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 Environments – Why 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>The Middle East – A regional study</i>	<ul style="list-style-type: none"> <li>• Physical Geography of the Middle East</li> <li>• How do people live in the Middle East?</li> <li>• Reasons for conflict in the Middle East</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, French food and key events in French history.

## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
<b>Autumn 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 viewing plans. Conjugate the present tense to explain the viewing habits of others.
<b>Autumn 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 perfect tense. Know the main tourist attractions in Paris. Understand and produce narratives about visits to Paris. Construct comparisons between past and future trips.
<b>Spring 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>Spring 2</b>	<i>Que mangent-ils en France?</i> What do they eat in France?	Understand cultural connotations of French food and drink. Describe what people eat for different meals. Use transactional language to order food at restaurants. Compare past, present and future eating habits.
<b>Summer 1</b>	<i>Qu'est-ce que c'est la Francophonie?</i> What is the Francophonie?	Understand where French is spoken around the world and what those communities and cultures look like. Explain the different daily routines of French speakers around the world. Give opinions on Francophone countries and explain if you would like to visit them and why.
<b>Summer 2</b>	<i>Quels sont les événements principaux de l'histoire française ?</i> What are the central events of French history?	Understand the core protagonists of the French Revolution, its motivations, key events and its subsequent impact on French culture. Understand the core protagonists of the Second World War, its impact on France and French culture, specifically looking at the Résistance. Use the perfect and imperfect tense to narrate past events.

## 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 – 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 – 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 – Aesthetic Movement: <ul style="list-style-type: none"> <li>• Clarity of movement</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>

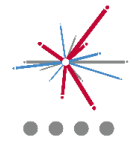
## Assessment Details

**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>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>
Spring	<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><li>• Introduction to Music technology to create a Fusion</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.



## Subject Aim

In Year 8 Art students are introduced to additional materials, processes, and ways of thinking about Art that go beyond its formal structure. A strong focus on drawing and painting remains, as does regular experimentation with mixed-media, but the discipline of printmaking is also introduced. Some projects are organised thematically, providing an opportunity for students to explore contemporary issues. Students are also introduced to a professional application of the subject through architecture, and an established artistic discipline – the still life.

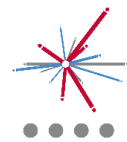
## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	How do artists infuse their work with autobiographical meaning?	<ul style="list-style-type: none"> <li>• Kahlo - artist diary, analysis of symbolism and context</li> <li>• Sherman – artist as material, character creation</li> <li>• Monoprinting after Sin Wai Kin</li> <li>• Perry and cultural and historical references</li> </ul>
Autumn 2	How do materials and processes affect the evolution of an image?	<ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Die Brucke – The social context of Expressionism</li> <li>• Drawing in preparation for lino-printing</li> <li>• Carving and printing from lino</li> </ul>
Spring 1	How do artists describe three dimensional space on a flat surface?	<ul style="list-style-type: none"> <li>• Drawing after Gehry</li> <li>• One and two-point perspective drawing</li> <li>• The Serpentine Pavilion commission – an overview</li> <li>• Maquette making with household materials</li> </ul>
Spring 2	How do artists experiment with volume and weight to create space?	<ul style="list-style-type: none"> <li>• Digital design with SketchUp</li> <li>• Brutalism, Blobism and Bowellism - architecture research</li> <li>• Experimental casting after Whiteread and Goldfinger</li> <li>• Wrapping experiments after Christo and Jeanne-Claude</li> </ul>
Summer 1	How do artists use tone and colour to create striking and balanced compositions?	<ul style="list-style-type: none"> <li>• Vanitas and Memento Mori – still life research</li> <li>• Observational drawing with a focus on tone</li> <li>• Collaborative drawing from observation</li> <li>• Using scale and composition to suggest 3D space</li> </ul>
Summer 2	How has still life evolved and survived as a genre and discipline?	<ul style="list-style-type: none"> <li>• Holbein vs Craig-Martin analysis</li> <li>• Tracing and transferring to create a complex composition</li> <li>• Developing composition with colour and pattern</li> </ul>

## Assessment Details

Year 8 students are assessed twice a term. Assessments and feedback are primarily designed to guide each student’s development as an artist. They also prepare students to meet the GCSE Assessment Objectives in Year 10. The majority of assessed tasks are either practical, analytical or more open-ended. In the last term of the year students complete a multiple-choice exam that represents a small portion of their final grade.





# Design & Technology

## 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.

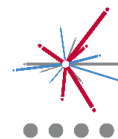
## Year 8 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How can we harness the winds power?</i>	<ul style="list-style-type: none"> <li>• Types of energy.</li> <li>• Types of mechanism.</li> <li>• Sketching.</li> <li>• Orthographic projection.</li> </ul>
Autumn 2	<i>How can we harness the winds power?</i>	<ul style="list-style-type: none"> <li>• Biomorph design and biomimicry.</li> <li>• Design thinking.</li> <li>• Modelling and prototyping.</li> <li>• Modelling materials.</li> <li>• Joining methods.</li> </ul>
Spring 1	<i>How have computers changed the way we think?</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>
Spring 2	<i>Can biomorphic design make us feel more connected to our environment?</i>	<ul style="list-style-type: none"> <li>• Biomorph design and biomimicry.</li> <li>• Design thinking.</li> <li>• Rapid prototyping techniques.</li> </ul>
Summer 1	<i>Can we manufacture moderation?</i>	<ul style="list-style-type: none"> <li>• Means of tackling food waste.</li> <li>• Reading and understanding engineering drawing.</li> <li>• Marking out and measuring.</li> <li>• Hand tools and machinery.</li> <li>• Working with timber.</li> </ul>
Summer 2	<i>Can we manufacture moderation?</i>	<ul style="list-style-type: none"> <li>• The impact of plastics on products and society.</li> <li>• Reading and understanding engineering drawing.</li> <li>• Marking out and measuring.</li> <li>• Hand tools and machinery.</li> <li>• Working with timber.</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
Autumn	<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>
Spring	<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 difference between emotional engagement and remaining objective</li><li>• To have an understanding of what Brecht intended for his audiences.</li></ul>
Summer	<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

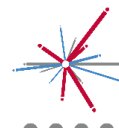
Through studying Religion and Philosophy students will develop in confidence and knowledge of their own beliefs and values to be able to eloquently express and debate them. Students will also build their knowledge of the nature, significance and impact of world religions in contributing to a cohesive 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 AQA Religious Studies Specification A with a focus on *Christianity* and *Islam* alongside four additional themes, *Life and Death*, *Relationships*, *Human Rights*, and *Crime and Punishment*.



## 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.

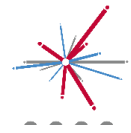
All of our pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

### 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.



# 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.