



Bolingbroke Academy

Years 7 & 8

Curriculum Guide

Academic Year 2017 – 2018

Dear Parents / Carers,

The information within this booklet should provide you with an overview to the curricula followed by our Year 7 and 8 pupils within their different subjects.

From 2017-18 onwards our pupils will be sitting summative assessments in AUT2, SPR2 and SUM2 terms only. As in previous years, at the end of these terms pupils will receive reports which outline their attainment in the various subject assessments as well as how this corresponds to their targets. All targets have been considered and discussed by staff within subject teams over the last three weeks; teachers have been careful to ensure that pupils have an end of year target that is achievable whilst remaining aspirational.

Our assessment structure in Year 7 and 8 matches the GCSE '9 to 1' grading system where pupils are awarded a number based on where they fit within their cohort. As a result, a pupil should be aiming to reach their target from the outset, rather than, as with National Curriculum levels, following an upward trajectory during the year. In other words, a pupil who has an end of year target of a '5' should be aiming to score a '5' in their Christmas assessments. This would represent good progress with anything above a '5' representing excellent progress. We are holding an Assessment Information Evening (**Tuesday 31st October 2017 18.00 – 19.00 for Year 8-10 and Wednesday 1st November 2017 18.00 – 19.00 for Year 7**) for those parents/carers who would like further guidance on the structure of our assessments, how grades are awarded and whether this indicates that their child is making good progress or not.

The 'Attitude to Learning Snapshot' sent home at the end of AUT1, SPR1 and SUM1 will give you an idea of how your child is doing with regards to attitude to classwork, behaviour for learning and homework as well as providing subject-specific advice on how pupils could improve their scores in these categories.

For any further information please feel free contact your child's Civitas tutor or subject teachers via the email address listed on the Academy website.

Yours Sincerely,



Mr D Conlon

Assistant Principal: Curriculum & Assessment

ENGLISH | Year 7 Curriculum

Pupils will study four key areas – a literary heritage novel, a Shakespeare play, poetry and a modern novel. In each unit, pupils will also complete reading and writing tasks linked to the key themes of the text they are studying. This model allows depth of study and development of key analytical skills while also studying challenging literature. Pupils' learning is tracked each fortnight through the use of mastery quizzes which ensure pupils have fully mastered the concepts on the curriculum.

In addition to pupils studying these four key texts, they will also have two grammar and writing lessons each week. They will study the direct instruction programme 'Expressive Writing'. These lessons will equip pupils with the grammatical understanding that will help improve the accuracy of their writing and their linguistic analysis.

Unit of Work	Topic and skills
Literary heritage 14 weeks Autumn 1 & 2	All classes will read an abridged version of 'Oliver Twist' by Charles Dickens alongside extracts from the original texts. Pupils will develop their comprehension skills as well as identify and explain their feelings about a character. They will also learn about the Victorian era and how this context relates to the text. In addition, pupils will begin to develop their analysis skills by writing an analytical essay on Dickens' villain, Bill Sikes. This assessment will include a paragraph on an unseen extract.
Shakespeare 11 weeks Spring 1 & 2	Pupils will study Shakespeare's 'A Midsummer Night's Dream', focusing on the play in performance and how Shakespeare uses dramatic devices to engage his audience. Students will master the complicated plot and characters and will understand how the social world of the play drives the plot. The purpose of this unit is to write an argumentative essay on the role of the love potion.
Introduction to poetry 5 weeks Summer 1	This unit will serve as an introduction to poetry. Pupils will study a collection of classic poems both heritage and contemporary which use animals as their subject. Students will learn how to unpick the hidden meaning of a poem through the study of language with a particular focus on metaphor. The assessment will involve the skill of analysing an unseen poem. This unit will build on the understanding of language acquired in the Shakespeare unit and will prepare them for the study of language and theme in the next unit of work – the modern novel.
The modern novel 7 weeks Summer 2	Pupils will either study 'The Daydreamer' by Ian McEwan or 'Danny the Champion of the World' by Roald Dahl. Students will use their knowledge of a heritage text to critically study a contemporary work of fiction to comment on the form of novel and how it has changed. Furthermore, they will consider intertextuality and how authors have been influenced by other literary works. For the assessment, these skills will be applied to modern creative writing based on the text.

Suggested websites for all years

- Grammar : <http://www.grammarly.com/handbook/>
- For grammar and writing skills - BBC bite size KS3:
<http://www.bbc.co.uk/education/subjects/z3kw2hv>
- For text summaries and analysis: <http://www.shmoop.com/>

Year 7 'Stretch it' texts

Literary heritage: 'Great Expectations' by Charles Dickens

Shakespeare: 'Alice in Wonderland' by Lewis Carroll

Classic Poetry: 'Black Beauty' by Anna Sewell, 'White Fang' by Jack London

Modern Novel: 'The Book Thief' by Markus Zusak

ENGLISH | Year 8 Curriculum

Pupils will study four key areas, continuing to follow the English Mastery curriculum which they began in Year 7, which includes a literary heritage novel, a Shakespeare play, poetry and a modern novel. In each unit, the aim is to study challenging literature in depth in order to develop key analytical skills. Pupils will also complete reading and writing tasks linked to each text and its themes. Following the style of the Year 7 assessment system, the pupils' learning is tracked each fortnight through the use of mastery quizzes which ensure pupils have fully mastered the concepts on the curriculum as well as a reading or writing assessment at the end of each unit.

In addition to pupils studying these four key texts, they will also have two grammar and writing lessons each week. These lessons will equip pupils with the grammatical understanding that will help improve the accuracy of their writing and their linguistic analysis.

Unit of Work	Topic and skills
Literary heritage 14 weeks Autumn 1 & 2	Pupils will use their contextual knowledge about the Victorian Era to apply to three short stories featuring Sherlock Holmes by Sir Arthur Conan Doyle – 'The Red Headed League', 'The Blue Carbuncle' and 'A Scandal in Bohemia'. All groups will study the original text, some using an abridged 'Classic Starts' version to support understanding of the plot. Pupils will work on developing the depth of their language analysis, finishing with an assessment exploring the character of Holmes across all three stories, starting with analysis of an unseen extract.
Shakespeare 11 weeks Spring 1 & 2	Pupils will study Shakespeare's play 'The Tempest' in order to develop their understanding of the magical world which is presented. Using knowledge from their study of 'A Midsummer Night's Dream', pupils will analyse language in order to track a key character across the text and apply this to a critical essay. The assessment will include an unseen extract. They will also explore the characters through the theme of power and colonialism, using this knowledge to analyse differing audience perspectives of key characters.
Modern novel 9 weeks Summer 1 & 2	Pupils will study 'Animal Farm' by George Orwell with the aim to develop their understanding of the use of allegory within a text. They will study aspects of the Russian Revolution in order to explore and explain parallels between the two worlds. This will build to a critical essay in which the pupils will argue about why the farm failed, drawing on historical and literary context alongside their analysis of key language and characters.
Creative writing 3 weeks Summer 2	Using the knowledge of allegories, pupils will work on key creative skills, such as creating a convincing setting and character; in order to write their own allegory. They will be shown a range of examples of successful writing so that they can convey a moral for the reader in their own work. At the end of the year, they will be examined on their ability to write a convincing allegory which is both engaging and accurately written.

Suggested websites for all years

- Grammar : <http://www.grammarly.com/handbook/>
- For grammar and writing skills - BBC bite size KS3:
<http://www.bbc.co.uk/education/subjects/z3kw2hv>
- For text summaries and analysis: <http://www.shmoop.com/>

Year 8 stretch it texts

Literary heritage: 'A Study in Scarlet' by Sir Arthur Conan Doyle, 'Murder on the Orient Express' by Agatha Christie, 'The thirty-nine steps' John Buchan

Shakespeare: 'The Outsiders' by S. E. Hinton

Modern novel: '1984' by George Orwell

Allegories: 'The Crucible' by Arthur Miller, 'Watership Down' by Richard Adams

MATHS | Year 7 Curriculum

Unit	Knowledge By the end of this unit pupils know key areas of subject content:	Skills By the end of this unit pupils will be able to:	Assessment
1 Autumn term - 1 st half term	<p>Unit 1: Place Value of integers</p> <ul style="list-style-type: none"> • What is a number? • Representations of number • Place value in numbers up to 1 million • Ordering and comparing values up to 1 million • Rounding to the nearest 10, 100, 1000 • Multiply and divide integers by 10, 100 and 1000 using place value grid <p>Unit 2: Addition of integers</p> <ul style="list-style-type: none"> • Mental addition methods • Written methods for addition • Bar modelling • Perimeter <p>Unit 3: Subtraction of integers</p> <ul style="list-style-type: none"> • Mental subtraction methods • Written methods for subtraction • Bar modelling <p>Unit 4: Place value of decimals</p> <ul style="list-style-type: none"> • Representations of decimals • Ordering and comparing decimal values • Rounding to the nearest integer and tenth • Multiply and divide decimals by 10, 100 and 1000 using place value • Addition and subtraction of decimals • Perimeter • Bar modelling • Worded problems <p>REVIEW WEEK PROJECT:</p> <ul style="list-style-type: none"> • Metric units of measurement for length • Conversion between mm, cm, m and km • Estimation of length 	<ul style="list-style-type: none"> • Represent values using concrete manipulatives and place value tables • Read and write numbers up to 1 million (in words and figures) • Order integer values up to 1 million • Use inequalities to compare integers • Round an integer to the nearest 10, 100 or 1000 • Use a place value grid explain how to multiply or divide integers by multiples of 10 • Use mental addition and subtraction methods where appropriate • Use accurate written methods for addition and subtraction • Estimate calculations to check answers • Find the perimeter of rectangles and basic compound shapes • Represent addition and subtraction problems using bar models • Represent decimals on number lines, 100 grids and place value tables • Order decimals • Use inequalities to compare decimals • Round a decimal to the nearest integer or tenth • Multiply and divide decimals by multiples of 10 • Add and subtract decimals • Solve perimeter and worded problems involving decimals • Convert between metric units of length • Estimate lengths 	<p>ARK Baseline Assessment (levelled; compare with KS2 SATs)</p> <p>Pre and Post Assessment (compare % difference)</p>
2 Autumn term – 2 nd half term	<p>Unit 5: Multiplication of integers</p> <ul style="list-style-type: none"> • Multiplication facts & mental multiplication • Written methods for multiplication • Bar modelling <p>Unit 6: Multiplication of decimals</p> <ul style="list-style-type: none"> • Multiplication of decimals • Area of rectangles and triangles <p>Unit 7: Division of integers and decimals</p> <ul style="list-style-type: none"> • Mental methods for division • Written methods for division • The mean average 	<ul style="list-style-type: none"> • Understand and use the terms 'product' and 'multiple' • Recall multiplication facts in mental calculations • Use written methods (such as the grid or column method) to multiply integers • Represent multiplication using bar models • Use related integer calculations to multiply decimals • Find the area of rectangles • Derive and use the method for finding the area of triangles • Understand division as the inverse of multiplication • Use multiplication facts in mental division • Understand and use the terms 'factor', 'remainder' and 'quotient' • Use written methods for division of decimals and integers • Use estimation to check that answers are sensible • Find the mean average of a set of values 	<p>Pre and Post Assessment (compare % difference)</p> <p>Marking for Literacy: extended writing task where pupils explain why it is important to show workings in maths and describe the qualities of an outstanding mathematician</p> <p>Core Assessment – 1 hour + 30mins extension paper (levelled)</p>
1 Spring term – 1 st half term	<p>Unit 8: Units of measurement</p> <ul style="list-style-type: none"> • Metric units of measurement for volume & mass • Converting between metric units of measurement <p>Unit 9: Angles and angle properties</p> <ul style="list-style-type: none"> • Naming, estimation & measurement of angles • Angle properties of straight lines and points • Vertically opposite angles • Multi-step angle problems <p>Unit 10: Properties of triangles</p> <ul style="list-style-type: none"> • Classify triangles according to their properties • Angle properties of triangles <p>Unit 11: Properties of quadrilaterals</p> <ul style="list-style-type: none"> • Classify quadrilaterals according to their properties • Angle properties of quadrilaterals 	<ul style="list-style-type: none"> • Use metric units for mass and volume • Convert between g and kg, and l and ml • Classify reflex, obtuse, right and acute angles according to their size • Estimate angles to within 10 degrees • Use a protractor to construct and measure angles accurately • Use the angle properties of straight lines, points and vertically opposite angles to find missing angles • Find missing angles using a combination of angle rules in multi-step properties • Classify scalene, isosceles and equilateral triangles according to their properties • Understand and use the angle properties of triangles to find missing angles • Classify quadrilaterals such according to their properties (e.g. square, rectangle, rhombus, parallelogram, trapezium, kite) • Understand and use the angle properties of quadrilaterals to find missing angles 	<p>Pre and Post Assessment (compare % difference)</p> <p>Protractor Licence</p> <p>Tests: Theory (estimation and sketching) and Practical (using a protractor for measurement and construction)</p> <p>Marking for Literacy: extended writing task where pupils give instructions for constructing and measuring angles with a protractor</p>

<p>2 Spring term – 2nd half term</p>	<p>Unit 12: Equivalent Fractions</p> <ul style="list-style-type: none"> • Representations of fractions • Equivalent fractions • Simplified fractions • Equivalence of fractions and decimals <p>Unit 13: Mixed numbers and improper fractions</p> <ul style="list-style-type: none"> • Writing quantities ≥ 1 as fractions • Conversion between mixed numbers and improper fractions <p>Unit 14: Fractions of a quantity</p> <ul style="list-style-type: none"> • Finding a fraction of a quantity • Writing a quantity as a fraction of another <p>Unit 15: Multiplication and division of fractions</p> <ul style="list-style-type: none"> • Multiplication of proper fractions • Division of proper fractions • Multiplication and division of mixed numbers 	<ul style="list-style-type: none"> • Recognise representations of fractions • Represent fractions in a diagram • Understand and explain the role of the denominator and numerator • Identify when fractions are equivalent • Generate equivalent fractions • Write a fraction in its simplest form • Recognise common equivalences between decimals and fractions • Understand improper fractions as fractions greater than 1 • Write mixed numbers as improper fractions • Write improper fractions as mixed numbers • Find a fraction of a quantity • Write a quantity as a fraction of another • Multiply and divide a fraction by an integer • Multiply and divide a fraction by a fraction 	<p>Pre and Post Assessment (compare % difference)</p> <p>Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)</p>
<p>1 Summer term – 1st half term</p>	<p>Unit 16: Order of operations</p> <ul style="list-style-type: none"> • Priority of multiplication and division over addition and subtraction • Priority of brackets <p>Unit 17: Algebraic Expressions</p> <ul style="list-style-type: none"> • Conventions of algebraic notation • Simplifying expressions by collecting like terms • Creating algebraic expressions • Expanding brackets by multiplying a single term across a bracket • Substituting values into expressions and formulae 	<ul style="list-style-type: none"> • Understand why we need an order of operations • Apply the correct order of operations in calculations with brackets, multiplication, division, addition and subtraction • Place brackets into a calculation to ensure the answer is correct • Use fractional notation for calculations with division • Represent unknown quantities using letters • Understand that the expression $3a$ means 3 multiplied by a • Understand that the expression $\frac{a}{3}$ means a divided by 3 • Simplify expressions by collecting like terms • Generate algebraic expressions from worded and shape-based problems • Multiply a term across a bracket to find equivalent expressions • Substitute different values into expressions and formulae to generate a result 	<p>Pre and Post Assessment (compare % difference)</p>
<p>2 Summer term – 2nd half term</p>	<p>Unit 18: Pie Charts</p> <ul style="list-style-type: none"> • Interpreting and comparing pie charts • Expressing angles of sectors as fractions <p>Unit 19: Fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Percentages as fractions with a denominator of 100 • Equivalence of fractions and percentages • Equivalence of percentages and decimals • Representing percentages on pie charts <p>Unit 20: Percentages of a quantity</p> <ul style="list-style-type: none"> • Finding 1% • Using 1% to find other quantities • Writing one quantity as a percentage of another • Interpreting sectors of pie charts as percentages 	<ul style="list-style-type: none"> • Read pie charts • Write angles of sectors as fractions • Understand that a percentage can be expressed as a fraction out of 100 • Understand that percentages are useful to compare values • Convert fractions (with denominators that are factors of 100) into percentages • Convert percentages into decimals • Find percentages or fractions of 360 to represent quantities in pie charts • Find 1% of a quantity • Use 1% to find other percentages • Begin to use alternative methods to find percentages • Write a quantity as a percentage of another using equivalent fractions • Write an angle of a sector as a fraction of 360; use this to write the sector as a percentage of the whole. 	<p>Pre and Post Assessment (compare % difference)</p> <p>Marking for Literacy – extended writing task where pupils draw conclusions from one or more pie charts</p> <p>End of Year Assessment – 1 hour non-calculator, 1 hour calculator (levelled)</p>
	<p>Suggested practice activities</p> <ul style="list-style-type: none"> • Times Table Rock Stars • Hegarty Maths tasks (https://hegartymaths.com/) <p>Suggested 'Stretch It' Summer reading:</p> <ul style="list-style-type: none"> • Matilda by Roald Dahl • The Man Who Counted: A Collection of Mathematical Adventures by Malba Tahan 		

MATHS | Year 8 Curriculum

Unit	Knowledge By the end of this unit pupils know key areas of subject content:	Skills By the end of this unit pupils will be able to:	Assessment
1 Autumn term - 1 st half term	Unit 1: Properties of number <ul style="list-style-type: none"> • Factors, multiples and primes • Indices • Prime factor decomposition • LCM and HCF Unit 2: Rounding <ul style="list-style-type: none"> • Decimal places • Significant figures Unit 3: Calculating with fractions <ul style="list-style-type: none"> • Addition and subtraction of fractions • Four operations with mixed numbers • Worded problems with fractions • Calculations with decimals 	<ul style="list-style-type: none"> • Find the factors and multiples of a given number • Identify if a number is a factor or multiple of another number • Identify whether a number is prime and explain why • Express a value as a product of its prime factors • Using prime factors or otherwise, find the lowest common multiple or highest common factor of two values • Round a value to a given number of decimal places • Round a value to a given number of significant figures • Add, subtract, multiply and divide fractions • Convert between fractions and mixed numbers • Calculate with decimals 	Pre and Post Assessment (compare % difference)
2 Autumn term – 2 nd half term	Unit 4: Negative Numbers <ul style="list-style-type: none"> • The number line below 0 • Addition and subtraction with negative values • Multiplication and division with negative values Unit 5: Sequences, Expressions and Equations <ul style="list-style-type: none"> • The nth term • Manipulation of algebra • Solving equations 	<ul style="list-style-type: none"> • Extend the number line to include numbers below 0 • Add and subtract any combination of negative and positive values • Multiply and divide any combination of negative and positive values • Continue a sequence (including some non-linear sequences) • State the term-to-term rule • State the position-to-term rule (nth term) • Simplify expressions • Expand brackets by multiplying a single term • Factorise linear expressions • Solve equations using a 'balancing' method, including with unknowns on both sides 	Pre and Post Assessment (compare % difference) Marking for Literacy: extended writing task where pupils explain 0 is not the smallest number and describe situations where numbers less than 0 might be used in everyday life Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)
1 Spring term – 1 st half term	Unit 6: 2D shapes and angles <ul style="list-style-type: none"> • Construction of triangles and quadrilaterals • Angle rules, including alternate, corresponding and interior angles on parallel lines Unit 7: Area, perimeter and units of measurement <ul style="list-style-type: none"> • Perimeter of compound shapes • Area of triangles, parallelograms and trapeziums • Conversion between units of length • Conversion between units of area 	<ul style="list-style-type: none"> • Accurately construct triangles and special quadrilaterals, using a ruler and compass or a ruler and protractor • Identify alternate, corresponding and interior angles and know their associated angle facts • Use a combination of angle rules to find missing angles in diagrams (including algebraic problems) • Find the perimeter of compound shapes • Derive the method and find the area of triangles, parallelograms and trapeziums • Convert between metric units of length • Convert between metric units of area 	Pre and Post Assessment (compare % difference) Marking for Literacy: extended writing task where pupils give instructions for constructing triangles and quadrilaterals
2 Spring term – 2 nd half term	Unit 8: Percentage Change <ul style="list-style-type: none"> • Percentage of a quantity • Quantities as percentages • Percentages that are greater than 100% • Increase/decrease of a quantity by a percentage • Reverse percentage problems • Percentage change Unit 9: Ratio and rate <ul style="list-style-type: none"> • Simplifying ratios • Sharing a quantity in a given ratio • Part/whole problems • Speed/Distance/Time 	<ul style="list-style-type: none"> • Find a percentage of a quantity • Express one quantity as a percentage of another • Understand what it means to have a percentage that is greater than 100% • Increase or decrease a quantity by a percentage • Find the original amount given a percentage of the quantity • Find the original amount after a percentage increase or decrease • Write proportion as a fraction, percentage or ratio • Simplify a ratio • Share a quantity in a given ratio • Find the whole or a part when a quantity has been shared in a ratio • Use the formula $\text{speed} = \text{distance} / \text{time}$ to find speed, distance or time 	Pre and Post Assessment (compare % difference) Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)

<p>1 Summer term – 1st half term</p>	<p>Unit 10: Circles</p> <ul style="list-style-type: none"> • Circumference of a circle • Area of a circle • Perimeter and area of part circles or compound shapes involving circles <p>Unit 11: 3D shapes and their nets</p> <ul style="list-style-type: none"> • Nets of cubes and cuboids • Nets of prisms and pyramids <p>Unit 12: Volume</p> <ul style="list-style-type: none"> • Volume of prisms • Units of volume 	<ul style="list-style-type: none"> • Use the formula $C=\pi d$ to find the circumference of circles • Use the formula $A=\pi r^2$ to find the area of circles • Apply understanding of both formulae in perimeter/area problems with part circles or compound shapes • Recognise the nets of common 3D shapes including cubes, cuboids, cylinders, cones, pyramids and some prisms • Identify if a net will successfully fold to create a shape • Draw nets and build 3D shapes • Understand that the volume of a prism is found by multiplying surface area by length • Convert between units of volume (including cm^3, m^3, litres and millilitres) 	<p>Pre and Post Assessment (compare % difference)</p>
<p>2 Summer term – 2nd half term</p>	<p>Unit 13: Collect and organise data</p> <ul style="list-style-type: none"> • The data collection cycle • Discrete & continuous data • Two way tables & other data collection sheets • Grouped data • Questionnaires <p>Unit 14: Construct and interpret graphs</p> <ul style="list-style-type: none"> • Bar charts • Composite bars • Pictograms • Pie charts • Line graphs <p>Unit 15: Interpret and compare statistical representations</p> <ul style="list-style-type: none"> • Mean, median and mode • Range • Averages and range from frequency tables • Which average to use? 	<ul style="list-style-type: none"> • Understand the four stages of the data collection cycle • Identify if data is discrete or continuous • Record data in two way tables • Group discrete data • Group continuous data using the notation $a < x \leq b$ • Design effective questionnaires • Recognise and correct errors in questionnaires • Construct appropriate bar charts for discrete or continuous data, including comparative bar charts • Interpret composite bars • Construct and interpret pictograms • Construct and interpret pie charts • Construct and interpret line graphs • Find the mean, median and mode and interpret these values • Find the range and interpret this value • Find averages and range from frequency tables • Compare two distributions using the range and one or more averages 	<p>Pre and Post Assessment (compare % difference)</p> <p>Marking for Literacy – extended writing task where pupils draw conclusions from one or more sets of data</p> <p>End of Year Assessment – 1 hour non-calculator, 1 hour calculator (levelled)</p>
<p>Summer holidays</p>	<p>Suggested practice:</p> <ul style="list-style-type: none"> • Times Table Rock Stars • Hegarty Maths tasks (https://hegartymaths.com/) <p>Suggested 'Stretch It!' reading:</p> <ul style="list-style-type: none"> • The Curious Incident of the Dog in the Night-time by Mark Haddon • The Cat in Numberland by Iver Ekeland (author) and John O'Brien (illustrator) 		

SCIENCE | Year 7 Curriculum

Knowledge By the end of this unit pupils know key areas of subject content:-	Skills By the end of this unit pupils will be able to:	Required Practicals	Assessment
AUT1 Cells <ul style="list-style-type: none"> • Microscopes • Plants. Animal and specialised cells • Passive vs. Active transport Particles <ul style="list-style-type: none"> • The particle model • States of matter • Gas pressure 	Pupils will develop practical scientific skills (Assessing Risks, Predicting, Identify variables, using data tables) Pupils will be able to collect and display scientific data Pupils will develop scientific writing skills (describing and illustrating using models)	Preparing an onion slide Effect of temp on diffusion	3 skills-based Performance Tasks and 3 end-of-topic mastery quizzes End of AUT Ark Assessment+ week of Nov 20th.
AUT 2 Forces <ul style="list-style-type: none"> • Defining types of forces • Drag and friction • Balanced v. unbalanced 		Friction of surfaces using force meters Oracy – Invention convention	
AUT 2 - Post Assessment Atoms/Elements/Compounds <ul style="list-style-type: none"> • Differences between atoms, elements, compounds • Chemical formulae 		Making FeS	3 skills-based Performance Tasks and 3 end-of-topic mastery quizzes End of SPR Ark Assessment+ week of March 5th
SPR1 Body Systems <ul style="list-style-type: none"> • Respiratory System • Skeletal System • Muscular System Sound <ul style="list-style-type: none"> • Types of waves • Sound waves and travel • Loudness and pitch 	Pupils will develop scientific writing skills including describing and explaining. Pupils will continue to develop their practical science skills.	Investigating muscle fatigue in humans Oracy – displacement disco - AKN	
SPR2 Sound <ul style="list-style-type: none"> • Detecting sound • Echo and ultrasound 		Investigate the Speed of Sound	

SCIENCE | Year 8 Curriculum

Knowledge By the end of this unit pupils know key areas of subject content:-	Skills By the end of this unit pupils will be able to:-	Required Practicals	Assessment
<p>AUT</p> <p>The Periodic Table</p> <ul style="list-style-type: none"> Structure of the periodic table Metals, non-metals, groups 1,7,0, Mixtures, solutions <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> Nutrients and Food tests Digestive system Drugs, alcohol, and smoking <p>Electricity and magnetism</p> <ul style="list-style-type: none"> Charge current and circuits Potential difference Series and parallel circuits Resistance Magnets Electromagnets 	<p>Pupils will continue to develop practical scientific skills</p> <p>Pupils will develop scientific writing skills (describing and explaining using data)</p>	<p>Displacement of halides Chromatography Rate of amylase breakdown</p> <p>Current and voltage in series and parallel circuits Making an electromagnet</p>	<p>3 skills-based Performance Tasks and 3 end-of-topic mastery quizzes</p> <p>End of AUT Ark Assessment+ week of Nov 20th.</p>
<p>SPR</p> <p>Separating Techniques</p> <ul style="list-style-type: none"> Separation techniques Chromatography <p>Energy, Photosynthesis, Respiration</p> <ul style="list-style-type: none"> Energy in foods Conservation of energy Energy transfer and temperature, particles, radiation Renewable and non-renewable Energy v. power Calculating work Photosynthesis, chemosynthesis Leaves and plant minerals Aerobic and anaerobic respiration <p>Interdependence</p> <ul style="list-style-type: none"> Food chains and food webs Ecosystems 	<p>Pupils will continue to develop practical scientific skills.</p> <p>Pupils will continue to develop scientific writing skills (describing and explaining using data)</p>	<p>Separation techniques Conduction, convection, radiation Leaves and starch Plant distribution – quadrats</p>	<p>3 skills-based Performance Tasks and 3 end-of-topic mastery quizzes</p> <p>End of SPR Ark Assessment+ week of March 5th</p>

<p>SUMMER Adaptation and Inheritance</p> <ul style="list-style-type: none"> • Competition and adaptation • Continuous and discontinuous variation • Inheritance • Natural selection • Extinction <p>Reacting with Metals</p> <ul style="list-style-type: none"> • Metals reacting with acid, water, oxygen • Reactivity series and displacement • Extracting metal • Ceramics, polymers, composites <p>Motion and Turning</p> <ul style="list-style-type: none"> • Speed • Motion graphs • Pressure in solids, liquids, and gasses • Turning forces 	<p>Pupils will understand that scientific methods and theories develop and must be published and peer reviewed</p> <p>Pupils will continue to develop their scientific writing skills including describing and explaining using data</p>	<p>Reacting Metals RPs Calculate Average Speed</p>	<p>3 skills-based Performance Tasks and 3 end-of-topic mastery quizzes</p> <p>End of SUM Ark Assessment+ week of 26th June</p>
<p>SUMMER Post assessment The Earth, the Atmosphere</p> <ul style="list-style-type: none"> • Earth structure • The atmosphere • Rock types and cycle • Carbon cycle • Climate change • Recycling 	<p>Pupils will continue to develop practical science skills (creating models)</p> <p>Pupils will continue to develop their scientific writing skills including identifying and describing</p>	<p>Modelling the rock cycle (chocolate rock cycle)</p>	<p>1 skills-based Performance Task and 1 end-of-topic mastery quizzes.</p>

Stretch it reading list!

- "What goes on in my head?" - Robert Winston
- "What Mr. Darwin saw" - Mick Manning
- "Can you feel the force?" - Richard Hammond
- "The story of astronomy and space" - Louie Stowell
- "A history of nearly everything" - Bill Bryson
- "The selfish gene" - Richard Dawkins

Year 8 book – Activate 2

ISBN 978-0198392576

Year 7 book – Activate 1

ISBN 978-0198392569



Revision Guides

Published by CGP

Biology: ISBN 978-1782941101
 Chemistry: ISBN 978-1782941118
 Physics: ISBN 978-1782941125

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All Sciences: ISBN 978-0007562831

ART & DESIGN | Years 7 & 8 Curriculum

In Years 7 and 8 pupils have 2 single lessons per week in which they study a range of art and product design disciplines. Pupils have an induction into working in a design workshop and working with resistant materials. They also complete 3 different art projects designed to teach them the basic skills in drawing, painting, collage, sculpture and textiles. The emphasis is on quality drawing to inform excellent design work. Pupils rotate teachers in Spring 2, Sum 1 and Sum2 in order to be taught by specialists and to enable all pupils to access the design workshop.

Key skills	Year 7 Art and Design	Year 8 Art and Design
<p>Explore & Develop</p> <p>↓</p> <p>Investigate & Apply</p> <p>↓</p> <p>Evaluate & Develop</p>	<p>Aut 1 Observational Drawing Project Natural Forms Drawing skills project designed to teach key skills in the formal elements</p> <p>Aut 2 Applied Art project Stained glass tile design based on natural forms. Looking at the work of Dale Chihuly. Use of mixed media. Colour mixing.</p> <p>Spring 1: 2 Fine Art 3D Book Sculpture Project. Literacy and art links. Landscape drawing in pen. Looking at the work of Sue Blackwell.</p> <p>Spring 2: Textiles sock monster product. Design planning and modification. Basic textiles construction and embellishment techniques. John Burgerman artist research.</p> <p>Sum 1 Creature Features Design work and research. Pupils visit London Zoo to study the wild animals. Pupils learn how to draw and paint animals and create high quality design work for the Creature Feature project.</p> <p>Sum 2 Creature Feature Project Pupils design and make a fridge magnet to incorporate levers to hold notes and photographs. Working to design spec. 3d drawing skills, making and finishing a product in wood. Introduction to health and safety in the workshop.</p>	<p>Aut 1 Self Portrait drawing project Portrait drawing project designed to teach key drawing skills. Lessons on drawing facial features accurately and facial proportion rules and tonal self- portrait drawing.</p> <p>Aut 2 Julian Opie Self Portrait project plus group cross-curricular project Celia Smith wire artist. Looking at public art. Creating annotated design drawings and model making. Contributing to large scale historical figure portrait piece to be installed in departments around the academy.</p> <p>Spring 1 Applied Art Clay Tile Project Looking at William Morris and Gaudi as inspiration. Tessellation and repetition of motifs as design tools. Manipulation of clay and the firing process. Mosaic technique for embellishment.</p> <p>Spring 2 Yoni Alter Graphics Project Pupils design and make a poster based on their favourite city around the world. Key skills include layout and composition, text design, paper cutting, silhouette drawing and digital manipulation of images using Photoshop.</p> <p>Sum 1 Slinkachi Model making project Pupils research the work of Slinkachu and construct their own mini city using architectural model making techniques.</p> <p>Sum 2 Product Design Boat Project Resistant materials paddle boat, involving cutting, shaping and finishing wood. Use of templates and CAD/CAM for mass production. History of toy design</p>

Assessments	Year 7	What should they be revising?	Year 8	What should they be revising?
	What will pupils be doing in their assessments?		What will pupils be doing in their assessments?	
Aut 2	Completing a collage stained glass panel design	Colour theory. Stained glass composition technique. Decoupage technique	Completing a Julian Opie style final self portrait	Rules of proportion of the face. Watercolour application. Julian Opie stylisation technique
Spring 2	Completing final piece	Construction techniques for either the Book sculpture project, Textiles project or Creature feature project	Completing their final piece	Construction techniques for either the graphics, boat or Slinkachu project
Sum 2	Completing final piece	Construction techniques for either the Book sculpture project, Textiles project or Creature feature project	Completing their final piece	Construction techniques for either the graphics, boat or Slinkachu project

KS3 Reading list for Art & Design: Books

- Draw the Draw 50 Ways (Paperback) Lee J. Ames
- Art Matters 11-14 Student Book: Pupil Book 11-14 Mr Jeff Orgee
- The Impact of Technology in Art (Hardback) Alex Woolf
- Art What Job Can I Get? (Paperback) Richard Spilsbury
- Book of Art (Paperback) Rosie Dickins
- 13 Art Techniques Children Should Know by Angela Wenzel
- Children's Book of Art (Hardcover) by Rosie Dickins
- The Art Book for Children Hardcover by Phaidon Editors

Stretch it research opportunities: Digital Resources

The Artchive – An excellent site with lots of modern art, variety, and also some good contextual information.

Web Gallery of Art – A great one for older classic art; very comprehensive.

UK Art & Design Degree Shows – See what's going on in the art colleges now

DARE – Digital Art Resource for Education – A wealth of contemporary art and ideas for art

World Wide Arts Resources – Lots of links on the Internet to, as it says, 'art resources'.

Museum of Web Art – A virtual gallery

Major art collections in London

Tate Online

The National Gallery – London

The British Museum – London

Computer Science | Years 7 & 8 Curriculum

Term	Year 7	Year 8
1 Autumn Term 1st half term	Introduction to Computer Science <ul style="list-style-type: none"> Files and Folders Introduction to Programming with Scratch (non-textual approach) <ul style="list-style-type: none"> Outputs Variables Inputs Selection / IF statements 	Introduction and reminders <ul style="list-style-type: none"> Files and Folders Scratch Programming <ul style="list-style-type: none"> Outputs Variables Inputs Selection / IF statements Iteration / Loops
2 Autumn Term 2nd half term	Computer Hardware <ul style="list-style-type: none"> Computer systems What is inside a Computer How it all works The CPU 	Hardware and computer systems <ul style="list-style-type: none"> Defining a computer Identifying the various components of a computer and understanding their function Understanding of how the devices work together (the CPU, RAM, Hard Drive, IO Devices) Introduction to the VonNeumann Architecture
3 Spring Term 1st half term	Introduction to HTML <ul style="list-style-type: none"> Basic tags Formatting text Images Hyperlinks Mini Website Project 	HTML & CSS <ul style="list-style-type: none"> HTML tags <ul style="list-style-type: none"> Heading, Horizontal Rule, Paragraphs, Fonts, Body (and it's properties), Images, Hyperlinks CSS: <ul style="list-style-type: none"> Text, Images, Divisions, Layout
4 Spring term 2nd half term	Event-Driven Programming (Scratch) <ul style="list-style-type: none"> Random numbers Selection Iteration Events Designing Interfaces Algorithms Code Development Testing 	Advanced Scratch <ul style="list-style-type: none"> Random numbers Decision / Selection Iteration / Loops Events Designing Interfaces, Algorithms Code Development, Alpha Testing and Debugging End-User Testing and Evaluations
5 Summer term 1st half term	Binary numbers <ul style="list-style-type: none"> The Binary Number System Base-2 number system Base-10 number system Binary to Denary conversion Denary to Binary conversion 	Binary Bits and Bobs <ul style="list-style-type: none"> The Binary Number System Binary – Denary Conversions Binary arithmetic (Addition only) Binary Representation of Text Binary Representation of Images Binary Representation of Sound
6 Summer term 2nd half term	Introduction to Python <ul style="list-style-type: none"> Outputs Inputs and assignment Variables Selection 	Introduction to Textual Programming <ul style="list-style-type: none"> Outputs Inputs and assignment Variables Selection Iteration Problem Solving (Abstraction and Decomposition)

DRAMA | Year 8 Curriculum

Term	Year 8: Topics and Skills
Autumn term 1	<p style="text-align: center;"><u>Introduction to Drama</u></p> <p>Students will be introduced to the subject of Drama through exploring the mystery of 'Bolingbroke Heights.' They will develop skill in tableau, performing short scenes, creation of character and narration.</p> <p style="text-align: center;">Assessment = Practical group performance.</p>
Autumn term 2	<p style="text-align: center;"><u>Pantomime</u></p> <p>Students will be exploring the key elements of Pantomime. They will be exploring the differences between traditional theatre and Pantomime. We will be exploring fairy tales, audience participation and the creation of stock characters.</p> <p style="text-align: center;">Assessment = Group performance centred around a chosen fairy tale and a literacy task focusing on modernising classic children's stories.</p>
Spring term 1	<p style="text-align: center;"><u>Mime and Masks</u></p> <p>Students will be exploring the use of body as a tool in the Drama classroom. Students will be encouraged to express themselves through movement and facial expressions before experimenting with masks, where both voice and facial expressions are taken away.</p> <p style="text-align: center;">Assessment = Group performance around a given scenario.</p>
Spring term 2	<p style="text-align: center;"><u>On Air</u></p> <p>Students will explore a range of television genres including advertisements, soap operas and reality television. This will home more towards naturalism and culminate in scripted sitcom work; considering what skills dictate, what they can infer, and how we can interpret them in performance.</p> <p style="text-align: center;">Assessment = Group sitcom performances, students will also evaluate their work from video evidence.</p>
Summer term 1	<p style="text-align: center;"><u>Responding to Stimuli</u></p> <p>Students will explore a range of stimuli as an approach to forming dramatic work. The lessons will centre upon objects, newspaper articles and music offering wide scope for practical performances.</p> <p style="text-align: center;">Assessment = Group or pair performance on a given stimulus.</p>
Summer term 2	<p style="text-align: center;"><u>Devised project</u></p> <p>Students will bring together the range of skills they have gained this year to devise performances in groups. They will devise or adapt a script, plan lighting, sound and costume and take ownership of their final performances. The perfect opportunity to showcase how much they have learned this year!</p> <p style="text-align: center;">Assessment = Assessed performance at end of unit, taking into account creating and evaluating skills demonstrated throughout the half-term.</p>

FOOD PREPARATION & NUTRITION | Year 8 Curriculum

Unit of Work	Theory	Assessment
<p style="text-align: center;">1 Autumn Term 1st half term</p>	<p style="text-align: center;">Introduction to Food, nutrition and health and safety in the food room Why sauces thicken</p>	<p style="text-align: center;">Introduction to skills based learning in the food Safe chopping methods</p>
<p style="text-align: center;">2 Autumn Term 2nd half term</p>	<p style="text-align: center;">Basic functional and chemical properties of food Review of Food safety</p>	<p style="text-align: center;">Skills based learning Why does some foods rise What are raising agents and how do they work</p>
<p style="text-align: center;">3 Spring Term 1st half term</p>	<p style="text-align: center;">Review of how bread rises. Macronutrients and their importance in our diet</p>	<p style="text-align: center;">Skills Bread making 4 or 5 different types of bread products</p>
<p style="text-align: center;">4 Spring term 2nd half term</p>	<p style="text-align: center;">Introduction to food provenance How do glazes and work / How to why do we garnish?</p>	<p style="text-align: center;">Desserts Pastries Short crust and Choux pastries Garnishes and finishing a dish</p>
<p style="text-align: center;">5 Summer term 1st half term</p>	<p style="text-align: center;">Functions of ingredients Revision of all theory topics</p>	<p style="text-align: center;">Skills Pasta & Pizza How to make basic pasta and different shaped pasta</p>
<p style="text-align: center;">6 Summer term 2nd half term</p>	<p style="text-align: center;">Special diets and Why? Writing / marking and feedback for task 1 and 2</p>	<p style="text-align: center;">Upside down desserts and summer fruits Salads and salad dressings</p>

GEOGRAPHY | Years 7 & 8 Curriculum

Unit of Work	Year 7 By the end of each half term all pupils will... core knowledge, skills & dispositions.	Year 8 By the end of each half term all pupils will... core knowledge, skills & dispositions.
1 Autumn Term 1st half term	<p>Where in the world? What is Geography, and what are the key questioning and descriptive skills? How can we learn about the world from an atlas? What are the world's major biomes? Lines of Latitude and Longitude Map projections</p>	<p>Antarctica What is the history of Antarctic exploration? Why is Antarctica so cold? What processes and landforms occur in polar regions? How do humans use polar regions? What challenges and opportunities do these regions present?</p>
2 Autumn Term 2nd half term	<p>Who is our explorer? What were their main achievements? Why are they significant? What can we learn from their experiences?</p> <p>Map Work skills How do I effectively read an OS map? How can I use an OS map to navigate an area?</p>	<p>Local area study - Wandsworth What is your local area? How do different people experience it? How has it changed in the past, and how will it change in the future? How does it compare to the rest of the UK?</p>
3 Spring Term 1st half term	<p>Rivers What is the water cycle? How do rivers change over their course? How do rivers change the landscape? How do people use rivers?</p>	<p>Population Why are there different patterns of population density – what affects where people live? How has population changed historically? Why do birth and death rates change? What changes may happen in the future, and why?</p>
4 Spring term 2nd half term	<p>Flooding How do physical and human factors cause flooding? Why do different countries suffer from floods in different ways? How can we prevent flooding and the suffering caused by floods?</p>	<p>Migration What are the different types of migration? What are the causes of migration, both historically and today? What are the effects of migration? What does the future hold for migration to and from the UK?</p>
5 Summer term 1st half term	<p>Britain and the EU What is our climate like? What is our landscape like? How do all of these influence where people live, both in the past and today? Why is the UK a part of the EU? What are the benefits and disadvantages?</p>	<p>Plate tectonics and natural hazards How does the structure of the Earth influence the world's landscape? What are the causes of earthquakes and volcanoes?</p>
6 Summer term 2nd half term	<p>Global Ecosystems Understanding global ecosystems Tropical rainforests Hot deserts The tundra</p>	<p>Plate tectonics and natural hazards What are the effects of volcanoes and earthquakes, and how do these differ between LEDCs and MEDCs? What are the solutions to the negative effects of earthquakes and volcanoes?</p>

Useful textbooks

Geog 1, 2 and 3 (OUP)
Foundations, Connections, Interactions (OUP/ Nelson Thorne)
Essential Mapwork skills 3 (OUP)
David Waugh, The New Wider World (OUP)

'Stretch it' Reading

Magazines/ Newspapers/websites

Any broadsheet newspaper for current political, social and environmental issues and events, e.g. the Guardian, The Independent & The Times.

The Economist

National Geographic magazine

Geographical magazine

BBC News online: bbc.co.uk/news

National Geographic: www.nationalgeographic.com/

Geographical Association: <http://geography.org.uk/>

Royal Geographical Society: <http://rgs.org/HomePage.htm>

Joint Nature Conservation Committee: <http://jncc.defra.gov.uk/>

Geological Society: www.geolsoc.org.uk/index.html

British Geological Survey: www.bgs.ac.uk/

Ordnance Survey: <http://www.ordnancesurvey.co.uk/>

Books to challenge yourself and develop your knowledge

Mike Berners-Lee [2010]: How Bad Are Bananas? The Carbon Footprint of Everything

Bill Bryson [1996]: Notes from a small island

John Craven [2010]: John Craven's Countryfile Handbook

Richard Fortey [2010]: The Hidden landscape: A Journey into the Geological Past

Naomi Klein [2010]: No Logo

Fred Pearce [2010] People Quake: Mass Migration, Ageing nations and the Coming Population Crash

Eric Schlosser [2002]: Fast Food Nation: What the All American Meal is Doing to the World

Kelsey Timmerman [2010]: Where am I Wearing? A Global Tour to the Counties, Factories, and People that Make Our Clothes

Look here for an extremely wide range of interesting and challenging reading collated by the Geographical Association: http://geography.org.uk/download/GA_PI6ReadingList.pdf

HISTORY / RE | Years 7 & 8 Curriculum

Unit of Work	Year 7 By the end of each half term all pupils will... core knowledge, skills & dispositions.	Year 8 By the end of each half term all pupils will... core knowledge, skills & dispositions.
1 Autumn Term 1st half term	<p>Developing History Skills</p> <p>Understanding Chronology – key ways of organising time (BC and AD) Naming of the centuries – being able to correctly identify and name different centuries e.g. 1789 = 18th century Different types of evidence – spoken, physical and written Different types of sources – primary and secondary sources Understanding bias – identifying bias in different sources.</p>	<p>Combining RE and History: The Tudors and the Stuarts</p> <p>An Introduction to Medieval Religion An Introduction to the Tudors Religion and Henry VIII The Break with Rome The Dissolution of the Monasteries</p>
2 Autumn Term 2nd half term	<p style="text-align: center;">Introduction to Christianity</p> <p>The Bible Key Christian Teachings- The Two Great Commandments The Parables of Jesus The Miracles of Jesus The Christmas Story Holy Week and Easter Christian Worship</p>	<p>Combining RE and History: The Tudors and the Stuarts</p> <p>The Reformation and Edward VI Religious divisions: Mary I and Elizabeth I The impact of religious change on Tudor England The Divine Right of Kings: Charles I The role of Religion in the English Civil War</p>
3 Spring Term 1st half term (6 weeks)	<p>Applying History Skills to Life in Medieval Britain</p> <p>Contenders to be King – assessing the legitimacy of the contenders for the throne in 1066 Preparations for the Battle of Hastings – assessing primary and secondary sources Bayeux Tapestry – identifying bias What happened in the Battle of Hastings? Feudal System and Domesday Book.</p>	<p>Hinduism</p> <p>Brahman as the ultimate reality Roles of the Trimurti The Ramayana Karma and Reincarnation The Caste System</p>
4 Spring term 2nd half term (6 weeks)	<p>Could the power of the king be challenged?</p> <p>Thomas Becket King John Edward I The Black Death The Peasants' Revolt</p>	<p>Human Rights and the Struggle for Equality</p> <p>Universal declaration of human rights Gandhi Aung San Suu Kyi Oscar Romero Desmond Tutu and Apartheid Malala Yousafzai</p>
5 Summer term 1st half term	<p>Introduction to Islam:</p> <p>What is the Qur'an? Who was Muhammad PBUH? What are the 5 Pillars of Islam? The Shahadah (Faith) Salah (Prayer) Zakah (Almsgiving) Sawm (Fasting) Hajj (Pilgrimage)</p>	<p>History: The Making of Modern Britain</p> <p>How far was the period 1750-1900 a time of progress? Victorian Britain and industrialization (industry and inventions). Politics: relationship between queen and government. Society: the Creation of the Police Force with case Study: Jack the Ripper</p>
6 Summer term 2nd half term	<p>History and religion: the Crusades</p> <p>Comparison of Christianity and Islam Reasons for war. Is war every just or right? Case study: Crusades – reasons for war Case study: Leadership – Saladin and Richard the Lionheart</p> <p style="text-align: center;">SUMMER PROJECT</p>	<p>History: The Making of Modern Britain</p> <p>Pre-medieval African Kingdoms The Slave Trade The British Empire</p> <p style="text-align: center;">SUMMER PROJECT</p>

Useful textbooks

CGP KS3 History – Complete Practice and Study

CGP KS3 Religious Education – Complete Practice and Study

‘Stretch it’ Reading

Magazines/ Newspapers/websites

Any broadsheet newspaper for current political, social and environmental issues and events, e.g. the Guardian, the Independent, the Times.

BBC News online: bbc.co.uk/news

The Historical Association: <https://www.history.org.uk/>

Books to challenge yourself and develop your knowledge:

Diary of Anne Frank

When Hitler Stole Pink Rabbit - Judith Kerr

My Family & Other Animals - Gerald Durrell

Private Peaceful - Michael Morpurgo

Sweet Clarinet - James Riordan

Roman Mysteries - Caroline Lawrence

Pompeii - Robert Harris

I Coriander - Sally Gardner

No Shame, No Fear - Ann Turnbull

Kiss the Dust - Elizabeth Laird

The Ruby in the Smoke - Philip Pullman (first of the Sally Lockhart trilogy set in Victorian London)

Roman Mysteries - Caroline Lawrence

Sophie’s World - Jostein Gaarder

Sweet Carrie’s War - Nina Bawden

MODERN FOREIGN LANGUAGES* | French

*Like most schools within the network, the Bolingbroke MFL department are this year following shared schemes of work provided by ARK. More information on the content to be covered in the different terms as well as when reading, writing, listening and speaking exams are to take place will be available on the Academy website within the next few weeks. Further clarification will also be provided at the **Year 7 and Years 8-10 Assessment Information Evenings**. For any urgent queries please contact your child's language teacher or Mr Leverage (Head of MFL) at m.leverage@arkbolingbrokeacademy.org

Term	Year 7 Content	Year 8 Content
Autumn 1	<ul style="list-style-type: none"> • Introduction & classroom instructions • Greetings and the Alphabet • How you're feeling • Spelling & Consolidation • Numbers • Days of the Week • Birthdays • Nationalities 	<ul style="list-style-type: none"> • Introduction & classroom language • 'ER' verbs present tense • 'Avoir' and 'être' - present tense • Reading preferences • Internet • 'Aller' and 'faire' - present tense • TV Programmes • Films
Autumn 2	<ul style="list-style-type: none"> • Family Members • French Royal Family • Brothers and Sisters • Physical Descriptions • - Christmas ! 	<ul style="list-style-type: none"> • Justifying opinions - adjectives • Reading focus - Breakfast • Menus • Ordering in a restaurant
Spring 1	<ul style="list-style-type: none"> • Favourite subject + j'aime/je n'aime pas • Describing Teachers • Time 	<ul style="list-style-type: none"> • The Past Tense
Spring 2	<ul style="list-style-type: none"> • Computers and Mobiles • Favourite sportsmen/women • Sports you play • Present tense (-er verbs) 	<ul style="list-style-type: none"> • Past Tense contd
Summer 1	<ul style="list-style-type: none"> • 'Habiter' + town and country • Invitations and your town • 'Aller' • Directions • 'On peut' + infinitive • Je vais au/à la/à l'/aux 	<ul style="list-style-type: none"> • Home Life
Summer 2	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision

MODERN FOREIGN LANGUAGES | German

Term	Year 8 Content
Autumn 1	<ul style="list-style-type: none">• Introduction & classroom language• 'ER' verbs present tense• The present tense• Reading preferences• Internet• TV Programmes• Films
Autumn 2	<ul style="list-style-type: none">• Justifying opinions –• Adjectives• Reading focus - Breakfast• Menus• Ordering in a restaurant
Spring 1	<ul style="list-style-type: none">• The Past Tense
Spring 2	<ul style="list-style-type: none">• Past Tense contd
Summer 1	<ul style="list-style-type: none">• Home Life
Summer 2	<ul style="list-style-type: none">• Revision

MODERN FOREIGN LANGUAGES | Spanish

Term	Year 7 Content	Year 8 Content
Autumn 1	<ul style="list-style-type: none"> • Introduction & classroom instructions • Greetings and the Alphabet • How you're feeling • Spelling & Consolidation • Numbers • Days of the Week • Birthdays • Nationalities 	<ul style="list-style-type: none"> • Greetings & Name Revision • Alphabet Revision • Numbers Revision
Autumn 2	<ul style="list-style-type: none"> • Family Members • Spanish Royal Family • Brothers and Sisters • Physical Descriptions • Christmas ! 	<ul style="list-style-type: none"> • Justifying opinions - adjectives • Menus • Ordering in a restaurant
Spring 1	<ul style="list-style-type: none"> • Favourite subject • Describing Teachers • Time 	<ul style="list-style-type: none"> • The Past Tense
Spring 2	<ul style="list-style-type: none"> • Computers and Mobiles • Favourite sportsmen/women • Sports you play • - Present tense 	<ul style="list-style-type: none"> • Past Tense contd
Summer 1	<ul style="list-style-type: none"> • Town and country • Invitations and your town • Directions 	<ul style="list-style-type: none"> • Home Life
Summer 2	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision

MUSIC | Years 7 & 8 Curriculum

Term	Year 7	Year 7 Class Peripatetic	Year 8
	Topics and Skills	Topics and Skills	Topics and Skills
Autumn term 1	Bridging Unit An introduction to the elements of music through performing, composing and listening (Assessment: listening and performances contribute towards baseline grade)	Taster Lessons (Trumpet, trombone, guitar, voice, sax, clarinet, flute) Pupils have 'taster' lessons on each instrumental pathway before choosing which to commit to for the year	Strum 'n' Bass Learning the basics of guitar and bass to feed into other practical units (Assessment: guitar performance)
Autumn term 2	Nativity Notation Developing pupils' theory and keyboard skills through festive melodies (Assessment: keyboard performance)	Beginner Stages Pupils learn the basics (putting instrument together, names of strings/notes, basic fingerings, embouchure, breathing, how to warm-up/practice etc.) (Performance to all groups at end of term goes towards assessment)	Reggae Exploring the development of Reggae music through listening and group performance (Assessment: band performance)
Spring term 1	Samba A class performance project developing rhythm and ensemble skills with Samba percussion (Assessment: whole class performance)	Prepare for Bolingbroke Grade A chance to either stretch those with promise, or consolidate with weaker musicians. Pupils are now taking on complete tunes rather than short exercises	Stories & Cartoons Exploring how music can represent stories, poems and pictures (Assessment: performances and composition)
Spring term 2	African Drumming Exploring the drumming traditions of west Africa through performance and composition project (Assessment: performance and group composition)	Bolingbroke Grade & Performance Preparation Pupils take their first 'grade' exam, performing a piece and a technical exercise Start preparation for Year 7 concert during Summer 1	Remixed Pupils learn how to re-create a track using macs (Assessment: Garageband track)
Summer term 1	Hip Hop Create a hiphop track using the macs and study the context of rap music (Assessment: composition/performance of Garageband track and rap)	Concert preparation & Bolingbroke Grade Exam Prep All pupils will perform in the Year 7 concert Pupils are now developing technique that will equip them for their final grade exam to be taken in the next half-term	Keyboard Skills Pupils learn to perform different pop songs (Assessment: keyboard performance)
Summer term 2	Indian Music Pupils explore Indian rhythms, scales and song (Assessment: Indian keyboard/drum/singing performance)	Bolingbroke Grade (& Summer Concert Preparation) Pupils prepare for their 'Bolingbroke grade' exam, where they perform a piece and an exercise to the group Selected pupils will also prepare for combined group performances as part of the summer concert at the end of term	Cover Versions Pupils form bands and learn a song (Assessment: group performance)

PHYSICAL EDUCATION | Years 7 & 8 Curriculum

Term	Year 7		Year 8	
Unit of Work	Practical	Theory	Practical	Theory
Autumn 1	Baseline assessment: Striking and fielding Throwing and catching Kicking Jumping Gymnastics Invasion games	Skeletal system: Names of bones Functions of the skeletal system Names of joints Movement at a joint	Baseline assessment: Striking and fielding Throwing and catching Kicking Jumping Gymnastics Invasion games	Governing bodies and participation: What is a governing body? Factors that can affect participation; age, gender, ethnicity, disability
Autumn 2	Football Basic passing, dribbling, shooting, conditioned games, understanding the rules of the game. Netball Basic passing, footwork, attacking, defending, shooting, conditioned games, understanding the rules of the game. Basketball Basic passing, dribbling, shooting, conditioned games, understanding the rules of the game. Trampolining Shapes, twists, seat landing, front landing and back landing.	Muscular system: Names of muscles Functions of the muscular system Muscle movement	Football Advanced passing; lofted pass, crossing, dribbling, defending techniques, shooting, full games, self-refereeing games. Netball Advanced passing, running footwork, dodging, moving into space, full games, self-umpiring. Basketball Lay ups, free throws, jab step footwork. crossover dribbling with both hands, full games. Trampolining Shapes, twists, combination landing (front to back landing), front somersault, routine creation.	Commercialisation of sport Sport in the media Sponsorship
Spring 1	Handball Basic passing, dribbling, shooting, rules of the game. Rugby Basic passing, tackling, rules of the game.	Cardiovascular System Double circulatory system Label the heart	Handball Advanced passing with both hands, dribbling, jump shooting, rules of the game Rugby Advanced passing, tackling, attacking techniques, defending techniques, advanced rules of the game.	Ethics, violence and drugs in sport Sportsmanship Drugs in sport Violence in sport
Spring 2	Health Related Fitness Practical studying each of the components of fitness in detail; stamina, balance, muscular endurance, muscular strength, flexibility, coordination. Dance Basic routine, combining techniques of unison, cannon, timing and aesthetics.	Respiratory System Understand the pathway of air Label the respiratory system	Health Related Fitness Practical studying each of the components of fitness in detail; stamina, balance, muscular endurance, muscular strength, flexibility, coordination. Dance Advanced self-choreographed routine, demonstrating techniques of cannon, unison, timing.	Skillful movement Characteristics of skillful movement Difficulty and environmental continuum

Summer 1	<p>Athletics On rotation; track events (100m, 200, 400m, 800m, 1500m), throws (shot put, discus and javelin), jumps (long, triple and high).</p>	<p>Athletics On rotation; track events (100m, 200, 400m, 800m, 1500m), throws (shot put, discus and javelin), jumps (long, triple and high).</p>
Summer 2	<p>Cricket Basic striking and fielding techniques; batting offensive and defensive, fielding techniques, understanding the rules of the game.</p> <p>Rounders Basic striking and fielding techniques; batting offensive and defensive, fielding techniques, understanding the rules of the game.</p>	<p>Softball Basic striking and fielding techniques; batting offensive and defensive, fielding techniques, understanding the rules of the game.</p> <p>Volleyball Types of shot; dig, set and smash. Movement around the court. Understanding the rules of the game.</p>
Homework tasks across year	<ul style="list-style-type: none"> • Understand the etiquette and expectations of PE at Bolingbroke • Know and understand the necessity and requirements of a Warm up • Understand and use first term list of subject specific vocabulary • Produce creative homework that represents what students have learned within the lesson e.g. diagram of the heart 	<ul style="list-style-type: none"> • Reflect on each activity, identifying Strengths and areas for improvement • To produce creative homework that represents what students have learned within the lesson e.g. research on an episode of violence in sport

HOMEWORK TIMETABLE | Year 7

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ENGLISH	Teacher(s)	Day set	Day due	Spellings set	Spelling test following week
7Blackman	AEL / CTU	Wed	Mon	Thurs	Tues
7Blyton	JMU / COR	Thurs	Mon	Wed	Wed
7Dahl	RMC	Wed	Mon	Thurs	Wed
7Morpurgo	JKE	Tues	Mon	Thurs	Wed
7Pullman	PNO / JKE	Thurs	Mon	Wed	Wed
7Wilson	RMC / JMU	Mon	Thurs	Wed	Mon

MATHS	Teacher	Day set	Day due	Hegarty Set*	Hegarty Due
7Agnesi	Ms Taylor	Thursday	Tuesday	Thursday	Tuesday
7Banneker	Mr Smithies	Thursday	Monday	Thursday	Monday
7Germain	Mr Simpson	Wednesday	Tuesday	Wednesday	Tuesday
7Hypatia	Ms Hill	Thursday	Monday	Thursday	Monday
7Lovelace	Ms Garne	Thursday	Monday	Thursday	Monday
7Wallis	Mr Iles/Ms Allan	Thursday	Monday	Thursday	Monday

www.hegartymaths.com * Pupils log in with their names and D.O.B, and with their own password.

SCIENCE	Teacher	Day set	Day due
7Curie	Miss Coyte Miss Straughn	Monday Wednesday	Thursday Tuesday
7Dalton	Miss Pinner	Friday	Friday
7Franklin	Miss Pinner	Monday	Thursday
7Goodall	Miss Pinner Miss Mayotte	Wednesday Monday	Wednesday Friday
7Mendel	Mr Borley	Thursday	Monday
7Watson	Miss Coyte Miss Straughn	Friday Thursday	Monday Wednesday

HOMEWORK TIMETABLE | Year 7

GEOG	Teacher	Day set	Day due
7Adams	Mr Wood	Monday	Monday
7Bell	Mr Lyne	Wednesday	Wednesday
7Fiennes	Mr Lyne	Monday	Monday
7Raleigh	Mr Batchelor	Tuesday	Friday
7Scott	Mr Lyne	Monday	Monday
7Stark	n/a	n/a	n/a

PE	Teacher	Day set	Day due
7Bannister	Mr Macleod	Wednesday	Wednesday
7Gunnell	Ms Dempster	Friday	Friday
7Holmes	Ms Luetchford	Monday	Monday
7Pinsent	Ms Bridges	Monday	Monday
7Edwards	Mr Brooks	Tuesday	Tuesday
7Lewis	Ms Dempster	Wednesday	Wednesday

HISTORY	Teacher	Day set	Day due
7Atlee	Ms Cope	Monday	Monday
7 Thatcher	Ms Cope	Tuesday	Tuesday
7 Chamberlain	Ms Cope	Wednesday	Wednesday
7Disraeli	Ms Wilson	Monday	Monday

MFL	Language	Teacher	Day set	Day due
7deBeauv	French	Mr Leverage	Friday	Mon
7 Cervantes	Spanish	Ms Maigne	Friday	Mon
7 Machado	Spanish	Ms Konneradt	Friday	Mon
7Monet	French	Ms Joseph	Friday	Mon

Art & Product Design	Teacher	Day set	Day due
7Klimt	Ms Wheeler	Tues	Tuesday
7Foster	Mr Thomas	Tuesday	Tuesday
7Grey	Ms Idris	Tuesday	Tuesday
7Hadid	Mr Wheeler	Tuesday	Tuesday
7Hepworth	Mr Thomas	Tuesday	Tuesday
7Hockney	Ms Thomas	Thursday	Thursday

Music	Teacher	Day set	Day due
7Elgar	Ms Riley	Tuesday	Tuesday
7Glennie	Ms Riley	Tuesday	Tuesday
7John	Ms Breckon	Friday	Friday
7Lennox	Mr Mazzarella	Friday	Friday
7McCartney	Ms Riley	Thursday	Thursday
7Springfield	Ms Riley	Thursday	Thursday

Music: Is set once a half term and due the following week. Music Practice is expected every day for 10 mins.

Reading: Every child is expected to read a minimum of 10 pages a night Mon-Fri

Enrichments: All Year 7 children are expected to participate in 2 enrichment clubs per week; one music, one sport & one of their choice.

We have two enrichment cycles (Sept-Feb HT) & (Feb HT - July)

HOMEWORK TIMETABLE | Year 8

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ENGLISH	Teacher(s)	Day set	Day due	Spellings set	Spelling test following week
8Angelou	JGR / LWI	Mon	Thurs	Wed	Tues
8Chaucer	RMC	Mon	Fri	Wed	Tues
8Duffy	JMU / SKH	Fri	Wed	Wed	Mon
8Larkin	AEL + CTU / COR	Thurs	Mon	Fri	Wed
8Zephaniah	LWI	Fri	Wed	Fri	Wed

MATHS	Teacher	Day set	Day due	Hegarty Set*	Hegarty Due
8Archimede	Ms Allan	Tuesday	Friday	Tuesday	Friday
8Eratosthe	Mr Simpson	Wednesday	Tuesday	Wednesday	Tuesday
8Fibonacci	Mr Iles	Thursday	Monday	Thursday	Monday
8Galileo	Mr Smithies	Thursday	Monday	Thursday	Monday
8Nightinga	Ms Taylor	Thursday	Monday	Thursday	Monday

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SCIENCE	Teacher	Day set	Day due
8Barnard	Miss McGarvey Miss Mayotte	Monday Friday	Thursday Wednesday
8Fleming	Miss Straughn	Wednesday	Monday
8Jenner	Mr Knight	Friday	Tuesday
8Laennec	Miss Straughn	Tuesday	Friday
8Lister	Miss McGarvey	Tuesday	Friday

HOMEWORK TIMETABLE | Year 8

MFL	Language	Teacher	Day set	Day due
8Dali	Ms Brookes	Spanish	Thursday	Monday
8Chanel	Ms Joseph	French	Thursday	Monday
8Picasso	Ms Brookes	Spanish	Thursday	Monday
8Beethoven	Mr Leverage	German	Thursday	Monday
8Zola	Ms Joseph	French	Thursday	Monday

GEOG	Teacher	Day set	Day due
8Everest	Mr Lyne	Monday	Monday
8Fuji	Mr Wood	Monday	Monday
8Kibo	Mr Wood	Friday	Friday
8McKinley	Mr Lyne	Friday	Friday
8Snowdon	Ms Wilson	Friday	Friday

Drama	Teacher	Day set	Day due	Frequency
8Beckett	Ms Murphy	Monday	Monday	Once per half term
8Chekov	Ms Murphy	Wednesday	Wednesday	Once per half term
8Ibsen	Ms Murphy	Wednesday	Wednesday	Once per half term
8Rattigan	Ms Murphy	Tuesday	Tuesday	Once per half term
8Shaw	Ms Murphy	Monday	Monday	Once per half term

HISTORY	Teacher	Day set	Day due
8Besant	Mr Lyne	Tuesday	Tuesday
8Clarkson	Ms Cope	Tuesday	Tuesday
8Gandhi	Ms Wilson	Tuesday	Tuesday
8King	Ms Oliver	Tuesday	Tuesday
8Stopes	Ms Wilson/ Ms Cope	Tuesday	Tuesday

Music	Teacher	Day set	Day due	Frequency
8Blakey	Mr Kalorkoti	Wednesday	Wednesday	Once per half term
8Ellington	Mr Kalorkoti	Monday	Monday	Once per half term
8Gillespie	Mr Kalorkoti	Monday	Monday	Once per half term
8James	Mrs Riley	Thursday	Thursday	Once per half term
8Parker	Mr Kalorkoti	Wednesday	Wednesday	Once per half term

Art & Product Design	Teacher	Day set	Day due
8 Opie	Ms Wheeler	Monday	Monday
8 Dixon	Mr Thomas	Monday	Monday
8 Goldsworthy	Mr Idris	Monday	Monday
8 Gormley	Ms Wheeler	Monday	Monday
8 Morris	Mr Thomas	Monday	Monday
8	Ms Idris	Tues	Tues

PE	Teacher	Day set	Day due	Frequency
8 Ennis	Ms Leutchford	Thursday	Thursday	Once per half term
8 Froome	Mr Kerby	Thursday	Thursday	Once per half term
8 Wiggins	Mr Brooks	Monday	Monday	Once per half term
8 Tweddle	Ms Dempster	Tuesday	Tuesday	Once per half term
8 Hoy	Mr Kerby	Tuesday	Tuesday	Once per half term

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