

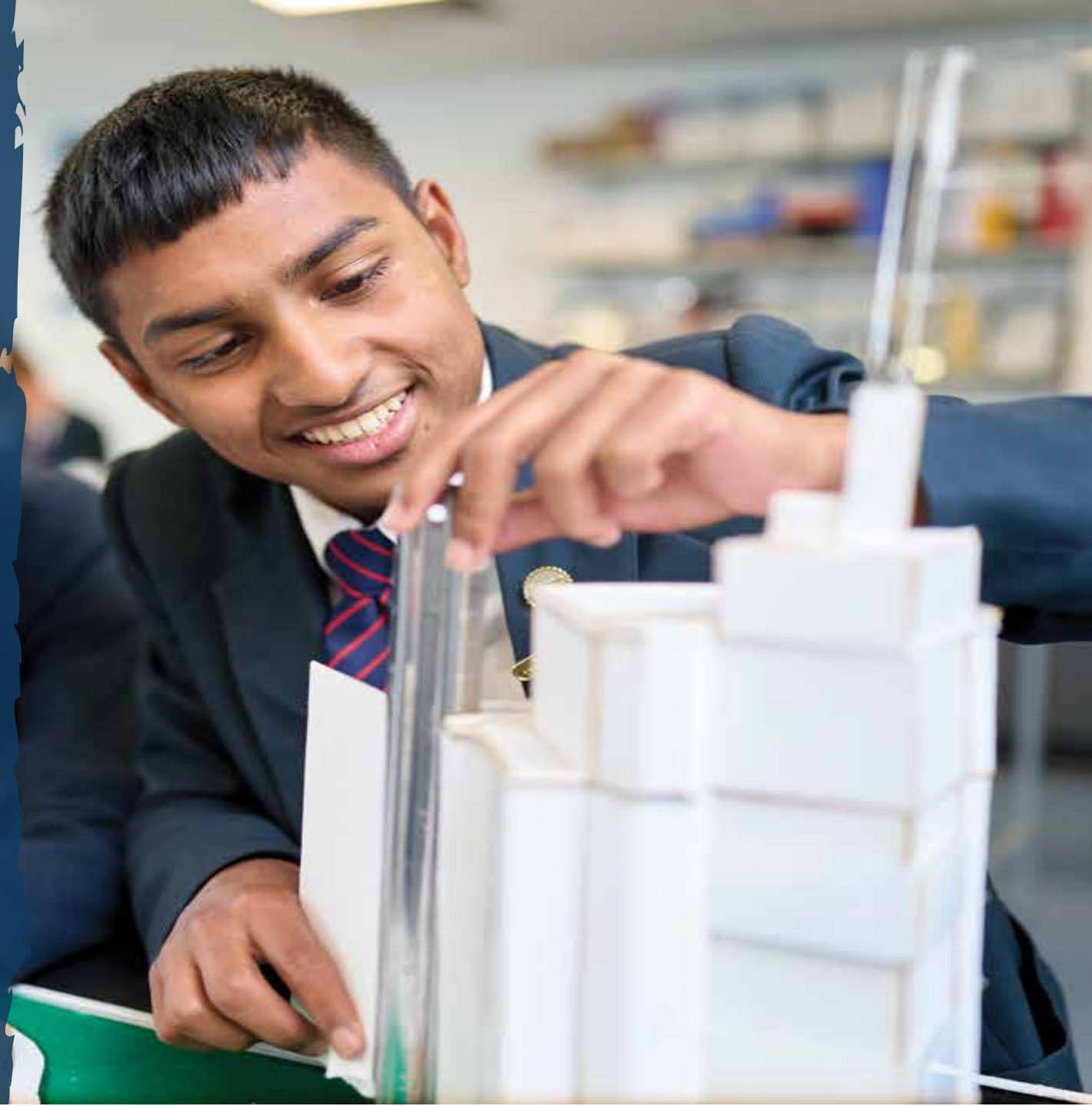
Year 8 Curriculum Term 2
2023-24



E-ACT
Royton
& Crompton
Academy

THINK BIG
SHOW TEAM SPIRIT
DO THE RIGHT THING

E-ACT



Year 8 Curriculum Term 2 2023-24



Miss S Moxham



Miss A Jacob



Mrs S McDermott

At E-ACT Royton & Crompton Academy we offer our students a wide range of subjects.

Our curriculum is well planned, engaging, challenging and encourages a thirst for knowledge and learning.

Our key values of Honesty, Excellence and Aspiration underpin and support everything that we do in every lesson and across the academy.

- A Curriculum for ALL (No child left behind)
- Knowledge-rich (sequence clearly articulated)
- Ambitious (with a focus on Teaching to the Top)
- Emphasis on long term memory and recall

The information in this curriculum booklet tells you everything that you need to know about what your child will be studying, from September to December and the key knowledge they will be developing in each subject area.

We have high expectations for every student in our academy and we focus on the principle of opening minds and opening doors through a world class education system.

If you require any further details about the progress that your child is making, please contact Miss S Moxham, Director of Key Stage 3, sinaed.moxham@rca.e-act.org.uk.

If you require any further details about the curriculum, please contact Miss A Jacob, Deputy Headteacher- Amanda.Jacob@rca.e-act.org.uk

Alternatively, our SEND co-ordinator Mrs S McDermott, Stacey.McDermott@rca.e-act.org.uk, who will be happy to provide you with further information about how we can support the individual needs of your child.

Below are the heads of departments for each subject, if you have any specific questions around our subjects, please contact them via the email addresses given.

Miss M Graham Head of English maria.graham@rca.e-act.org.uk

Mr M Mulgrew Head of Maths michaem.mulgrew@rca.e-act.org.uk

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Mrs V Jackson Head of PE & Dance victoria.jackson@rca.e-act.org.uk

English

	Composite	Vehicle (Topic)	Components		Disciplinary Knowledge					
				Threads of Knowledge	Socio-Political	Ideas	Analysis	Articulation	Craft	Structure
Half Term 3	Can I write an article to convey a viewpoint on mental health/differences?	Learning from the Past: Attitudes towards difference	What is the difference between the terms mental health and mental illness?	Learning from the past		x	x	x		
			Can I understand and compare different perspectives on mental illness?	Classics	x		x	x		
			Can I learn the skill of evaluation?	Identity					x	x
			How does 19th Century fiction reveal attitudes towards mental health?	Learning from the past	x		x	x		
			Assessment End Point: Can I write an article to convey a viewpoint on mental health?	Media and Culture	x	x				
Half Term 4	How does Shakespeare use the theme of fate to create his tragedy?	Shakespeare: Romeo and Juliet	What are the features of a Shakespearean tragedy?	Learning from the past	x				x	x
			What did the Elizabethans believe about fate?	Classics	X	x				
			How does the prologue introduce the theme of fate?	Identity		x	x			
			Can I track the theme of fate in a performance of the play?	Relationships		x				x
			Assessment End Point: Can I analyse the key scenes that illustrate Romeo and Juliet relationship?	Media and Culture		x	x			x

Maths

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Fluency of mental calculations	Fluency of written calculations	Apply key vocabulary	Investigate patterns and make conclusions	Apply algebra in order to interleave topics		
Half Term 3	Algebraic Manipulation: Can I apply algebraic notation to manipulate terms?	Algebraic Manipulation	Area and Perimeter of 2D shapes	Geometry	x	x	x	x			
			Component 1 Assessment - Area and perimeter of squares, rectangles and triangles (retrieval from previous half terms)								
			Substitution and formula manipulation	Algebra		x	x		x		
			Component 2 Assessment - Collect like terms, substitute in formula (retrieval from area and perimeter/previous half terms)								
			Form and solve expressions from geometry.	Geometry				x		x	
			Expanding brackets using geometric facts	Geometry				x		x	
			Component 3 and 4 Assessment - Form expressions from area and perimeter, expand and simplify single brackets (retrieval from area and perimeter/substitution/collecting like terms/previous half terms)								
			Translations	Geometry				x	x		
Component 5 Assessment - Translate any shape on all 4 quadrants (retrieval from area/perimeter/substitution/collecting like terms/forming expressions/expanding single brackets/previous half terms)											
Half Term 4	Number exploration to the real world: Developing fractions, decimals and percentages.	Number Explorations to the real world	Factors, Multiples and Primes	Number Application	x		x	x			
			Highest Common Factor, Lowest Common Multiple	Number Application		x	x	x			
			Component 1 and 2 Assessment - Recognise prime numbers below 30, find HCF and LCM of any 2-digit numbers (retrieval from previous half terms)								
			Percentages	Number Application		x	x		x		
			Component 3 Assessment - Find percentages of amounts with any 2-digit percentage (retrieval from primes/HCF and LCM/previous half terms)								
			Reflections	Geometry				x	x		
			Component 4 Assessment - Reflect any shape in all 4 quadrants (retrieval from primes/HCF and LCM/percentage of an amount/previous half terms)								
Maths Week	Number Application	x	x	x	x	x	x				

Science

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge			
					Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations
Half Term 3	The Respiratory System	Organisms: Breathing	Retrieval 1a Describing different organ systems in the body	Big Idea 1 Organisms	X			
			Retrieval What are the similarities and differences between animal and plant cells?		X			
			Retrieval How are cells specialized to carry out their function?					
			Retrieval How do we use a microscope to look at cells?		X	X		
			Big Write - Robert Hooke					X
			How do the diaphragm and ribcage move when we breath in and out?		X			
			How is gas exchanged in humans?		X			
			What effects can disease and lifestyle have on the breathing system?					
	Big Idea 1 Organisms - Breathing Assessed Work Recall the gases exchanged in the lungs, describe the respiratory system							
	Digestive System	Organisms: Digestion	What are the components of a healthy diet?	Big Idea 1 Organisms	X			
			What are the effects of an unbalanced diet?		X			
			How do organs in our body digest food?		X			
			How are our organs adapted for digestion?					
			How are enzymes involved in digestion?					
			Careers Lesson					
Big Idea 1 Organisms - Part 2 Assessment Describe physical and chemical digestion								

Science

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge				
					Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations	
Half Term 4	The Periodic Table	Matter: The Periodic Table	<i>Retrieval How can we use the particle model to describe solids, liquids and gases?</i>	Big Idea 2: Matter	X				
			<i>Retrieval What happens to the particles when ice melts or water freezes?</i>		X				
			<i>Retrieval 2b How can distillation be used to purify substances?</i>		X	X			
			<i>How is the periodic table organized?</i>		X			X	
			<i>What are the properties of the Transition Metals</i>					X	
			<i>What are the properties of the Group 1 metals?</i>					X	
			<i>What the properties of the Group 7 elements?</i>					X	
	Big Idea 2 Matter - Assessed work Describe the properties of different groups of elements in the periodic table								
			Matter: Elements and Compounds	<i>How are compounds formed and named?</i>	Big Idea 2: Matter	X			
				<i>How are word equations used to show chemical reactions?</i>					
<i>What are polymers and what are their properties?</i>				X					
<i>Big Write Dmitri Mendeleev</i>								X	

History

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge						
					Knowledge and understanding of the key features, chronology and characteristics of the period.	Explain and analyse historical events and periods studied using second-order historical concepts.			Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	
						Change and Continuity	Cause and consequence	Significance			Similarity and difference
Half Term 3	What made the modern world- Industrialisation, empire or ideas?	How did the British Empire impact on the world?	1: How did the early British Empire develop?	Empire, trade, Democracy and Power	X		X			X	
			2: How did Britain control India?	Empire, trade, Democracy and Power	X	X	X		X	X	
			3: How did Britain control Australia?	Empire, trade, Democracy and Power	X	X	X			X	
			4: How did the British Empire impact the world?	Empire, trade, Democracy and Power, migration	X	X				X	X
		Formative Assessment point- knowledge and understanding of what the British Empire is and how it developed, source skills (supported inferences made , provenance identified, one way in which source is useful to an historian is identified) significance (how did the British empire impact on the world) pupils will identify and describe ways in which the British Empire has been significant in the world and begin explain the importance of these)									
Half Term 4	What made the modern world- Industrialisation, empire or ideas?	What was Britain's involvement with the transatlantic slave trade?	1: What was Africa like before the transatlantic slave trade?	Trade, democracy and power, social history	X	X				X	
			2: What was the slave trade?	Trade, democracy and power	X					X	
			3: What was Britain and Oldham's involvement in the transatlantic slave trade?	Trade, social history	X					X	

Geography

	Composite	Vehicle (Topic)	Components		Disciplinary Knowledge				
				Threads of Knowledge	Knowledge	Understanding	Application	Skills	
Half Term 3	The importance of unique, cold environments	Antarctica	What is the cryosphere?	Physical Geography, Location and place knowledge	X	X			
			What is Antarctica like?	Physical Geography, Human Geography, Geographical skills and fieldwork	X			X	
			How do animals survive in cold environments?	Physical Geography	X	X			
Assessment: Explain question Students are able to explain how animals adapt to survive the cold climates									
Half Term 4				Tourism in Antarctica	Human Geography, Physical Geography	X	X		
				How is climate change effecting Antarctica?	Human Geography, Physical Geography		X	X	

Spanish

	Composite	Vehicle (Topic) Components	Components	Threads of Knowledge	Disciplinary Knowledge					
					Listening	Speaking	Reading	Writing		
Half Term 3	Free Time/El Tiempo Libre. What I do in my free time.	Free Time and Leisure	What do you do in your free time and when?	Present Tense	X	X	X	X		
				Nouns	X	X	X	X		
			Assessment End point Students will be able to use a range of free time activities and sports with time phrases and the time, to say what they and others do in their free time.							
			What do you like to do in your free time and why?	Present Tense	X	X	X	X		
				Nouns	X	X	X	X		
				Opinions and reasons	X	X	X	X		
Assessment End point Students will be asked to read aloud a text that includes a variety of different activities and sports with times and time frequencies, and opinions and reasons. The text will include what others do.										
Half Term 4	Free Time/El Tiempo Libre. What I do in my free time.	Free Time and Leisure	What are you going to do in your free time?	Future Tenses	X		X	X		
				Nouns	X		X	X		
				Opinions and Reasons	X			X		
			Assessment End point Students will be able to identify a range of different activities and sports, with opinions and reasons, with a variety of different listening tasks. Students will be able to recognise a variety of free time activities and sports with time phrases and opinions and reasons in different texts, including answering a comprehension task in Spanish.							

RE

					Disciplinary Knowledge				
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Knowledge and understanding of religion	Interpretation and Analysis	Reflection and Evaluation	Critical thinking and Evaluation	Empathy and Respect
Half Term 3	What is Purposeful Living?	Hinduism	What did Mahatma Gandhi do?	Religious and Cultural identity	X	X	X	X	X
			What was the impact of Gandhi's work	Beliefs and Practices		X	X	X	X
			What can we learn from Gandhi?	Religious and Cultural identity		X	X	X	X
Half Term 4	Where do Muslims find Authority?	Islam	What is authority?	Ethical dilemmas			X		
			Who is Prophet Muhammad?	Beliefs and Practices	X	X	X		
			The origins of the Qur'an and it's authority						
			The role of other Prophets in Islam						
			The Sunnah and Hadith as sources of authority						
			Angels as a source of authority in Islam						
What is Shar'iah Law?									
What do we mean by Truth?	Buddhism	What is truth?	Ethical dilemmas	X		X	X		
		Who is Siddartha Gautama?	Beliefs and Practices	X				X	
Assessment End point			Divergent sources of Authority in Islam and how these can be seen as a source of morality for Muslims.		X	X		X	
			The origins of Buddhism		X	X		X	

Life Skills

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Knowledge and Understanding	Skills Development - Decision Making, Problem Solving, Communication	Values and Attitudes	Application and Reflection
Half Term 3	Identity and Relationships	Peer Pressure	What is consent?	Relationships and Sex Education	X	X	X	X
			What does a healthy relationship look like?		X			X
			Sexuality, Gender & Identity - Are they the same thing?		X	X	X	X
			How can peer pressure affect relationships?		X	X	X	X
			What is acceptable touching amongst my peers?		X	X	X	X
			Is sexting dangerous?		X	X	X	X
Half Term 4	Exploring Influence	Drugs	What effects do drugs have in the body? Alcohol	Health and Wellbeing	X	X		X
			Is binge drinking dangerous?		X	X	X	X
			Is it safe to vape?		X	X	X	X
			Can drugs effect your mental health?		X		X	X
			How can drugs affect your future?		X		X	X

Music

	Composite	Topic	Components	Threads of Knowledge	Disciplinary Knowledge			
					Listening	Performing	Composing	Rehearsing
Half Term 3	Can I explore timbre?	Exploring music for video games	1. How is music used in video games?	Pitch, rhythm, timbre, texture	X			
			2. How is music created to represent a character?	Pitch, rhythm, timbre, texture	X		X	
			3. Creating a theme for a character	Pitch, rhythm, timbre, texture	X		X	
			4. Refining my theme	Pitch, rhythm, timbre, texture	X		X	
			5. Learning to play video game music	Pitch, rhythm	X	X		X
			6. Refining my performance	Pitch, rhythm	X	X		X
Create and perform themes for video game characters, using pentatonic and chromatic scales, disjunct movement, staccato								
Half Term 4	Can I explore structure in music?	Variations and composing	1. Changing and adding	Pitch, rhythm, structure	X	X	X	
			2. Augmentation and diminution	Pitch, rhythm, structure	X	X	X	
			3. Major to minor	Pitch, rhythm, structure	X	X	X	
			4. Retrograde, inversion, retrograde inversion	Pitch, rhythm, structure	X	X	X	
			5. Create my variations	Pitch, rhythm, structure, texture	X	X	X	X
			6. Refine and improve my variations	Pitch, rhythm, structure, texture	X	X	X	X
Use musical devices to vary a piece of music, changing and adding notes, augmentation and diminution, major, minor, retrograde, inversion								

Composite		Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge						TK - Technical Knowledge	
					DA - Designing	DB - Designing	MA - Making	MB - Making	EA - Evaluating	EB - Evaluating		EC - Evaluating
Half Term 3	<i>Can I select and demonstrate the appropriate tools, equipment and methods when using metals to manufacture a solution to a given design brief?</i>	Manufacturing with metal	What influence has Alessi had on design?	Evaluating						EB3	EC1	
			Designing using Alessi principles	Designing	DA2 8 9 10							
Manufacture-Stage one -Marking out			Making			MA 1 MA 7	MB 1 MB 7	MB 9				TK1 TK2
Manufacture-Stage two -cutting and shaping			Making			MA 1 MA 7	MB 1 MB 7	MB 9				TK1 TK2
Manufacture-Stage Three -marking and drilling			Making			MA 1 MA 7	MB 1 MB 7	MB 9				TK1 TK2
Manufacture-Stage Four - Finishing			Making			MA1 1						
Materials-Metals			Technical Knowledge									TK1 TK2
Testing and evaluating			Evaluating							EA 1 2 3 5		

- Assessment End point: Pupils will:
- know about the Alessi company and how to correctly identify products designed and made by them.
 - combine ideas from a range of sources to generate creative ideas based upon the Alessi company.
 - mark out, cut, shape, drill and finish a given metal to produce a pre designed product.
 - know the properties of different metals and know how to classify them.
 - test and alter a product throughout its production to ensure it functions as required when completed.
 - evaluate their final product against the original specification and suggest further improvements and modifications that could be made to their product.

Art

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Disciplinary Knowledge			
					Investigating	Experimenting	Recording	Responding
Half Term 3	Can you investigate artists and experiment with tools and techniques inspired by their work?	Our Living World	Introduction to the theme of 'Our Living World'	F.E. Contemporary and traditional artists and art movements	X		X	
			Ernest Haeckel research, photography and collage artwork	F.E. Contemporary and traditional artists and art movements, Media and materials	X	X	X	
			Angie Lewin Research and water colour emulation	F.E. Contemporary and traditional artists and art movements, Media and materials	X	X	X	
Pattern through printmaking			F.E. Media and materials		X	X	X	
Half Term 4								

Assessment points: Title page 'Our Living World' - Investigation and documentation of your visual and written research of the theme. Angie Lewin Emulation - Accuracy of line and shape within your emulation/artist study.

Digital Literacy						Disciplinary Knowledge					
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Computer Networks	Programming and coding	Software application	Cybersecurity	Internet skills	Hardware	
Half Term 3	What lies beneath the content that we see in our browsers?	Developing for the Web	Website building blocks	Computing systems, Programming	X	X			X		
			Words are not enough	Computing systems, Programming	X	X			X		
			Taking shortcuts	Computing systems	X	X			X		
			Searching the web	Computing systems, Data and information, Programming	X	X			X		
			Tightening the web	Computing systems, Impact of technology, Programming	X	X			X		
			Navigating the web	Impact of technology, Programming	X	X			X		
Assessment End point											
Half Term 4	How is data stored and transferred in a computer system?	Representations – from clay to silicon	Across time and space	Creating media, Design and development, Programming		X				X	
			Lights and drums	Creating media, Programming		X				X	
			Binary digits	Creating media, Design and development, Effective use of tools, Programming		X				X	
			Numbers in binary	Algorithms, Computing systems, Networks	X	X				X	
			Large quantities	Creating media, Design and development, Effective use of tools, Networks, Programming, Safety and security	X	X				X	
			Turing's mug	Design and development, Data and information, Effective use of tools, Impact of technology		X				X	

Food Technology

					Disciplinary Knowledge									
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	DA- Designing	DB - Designing	MA- Making	MB- Making	EA- Evaluating	EB- Evaluating	EC- Evaluating	TK - Technical Knowledge		
Half Term 1	Dietary goals recommended for ensuring a healthy diet.	The dietary goals	Base line rest to recap Eatwell guide and dietary Hygiene and safety recap - working safely within the kitchen, safe food storage and food temperature.	Dietary Goals knowledge	DA 2					EB2				
			Introduction to the Dietary goals, Eat less Fat, Eat less Salt and Eat less Sugar - Eat less Fat knowledge	Dietary Goals Knowledge	DA 2 DA11									
			Chilli Con Carne, Fat levels in meat and consumer choice	Making								EC1		
Half Term 2			Dietary goals knowledge - Eat less Sugar	Dietary Goals Knowledge	DA1	DB5 DB6 DB9								
			Sweet muffins practical use of fruit to replace sugar	Making									TK2 TK4 TK18	
			Dietary goals knowledge - Eat less Salt	Dietary Goals knowledge		DB1 DB6	MA7					TK17		
Assessment End point														
Half Term 3	Dietary goals recommended for ensuring a healthy diet.	The dietary goals	Dietary goals knowledge - Eat more Fibre	Dietary Goals knowledge	DA2 8 9 10									
			Practical - Flapjack eat more fibre	Making			MA 1 MA 7	MB 1 MB 7 MB 9					TK1 TK2	
			Revision	Dietary Goals knowledge			MA 1 MA 7	MB 1 MB 7 MB 9					TK1 TK2	
Half Term 4			Exam and Evaluation	Evaluation			MA 1 MA 7	MB 1 MB 7 MB 9					TK1 TK2	
			Balanced Meals - Fajitas practical	Making			MA11							
			Practical developments and evaluation	Evaluation									TK1 TK2	
			Feedback	Feedback						EA 1 2 3 5				

Drama

					Disciplinary Knowledge						
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Theatre History	Acting Techniques	Stagecraft	Theatre Production	Cultural and Historical Context	Physical Theatre	Theatre Criticism
Half Term 3	Practitioners	Bertolt Brecht's Epic Theatre	1. Brecht and Epic Theatre	Devising	X		X	X	X		X
			2. Brechtian Techniques	Devising	X				X		
			3. Character Exploration	Tone		X	X	X			
			4. The Caucasian Chalk Circle/Fear and Misery of the Third Reich	Rehearsing	X	X	X	X	X		
			5. Performance and Evaluation	Performing		X	X	X		X	X
Assessment End point: Performance of an extract (scripted play)											
Half Term 4	Verbatim Theatre	Missing: Dan Nolan	1. Verbatim Theatre	Devising	X				X		
			2. Presenting Verbatim Theatre	Performing	X	X	X	X	X	X	
			3. Monologue Preparation and Performance	Performing	X	X	X	X		X	X

PE

Disciplinary Knowledge

Composite	Vehicle (Topic)	Components	Threads of Knowledge	Fundamental skills	Rules and Regulations	Tactical Understanding	Fitness and Conditioning	Outwitting an opponent	Healthy Lifestyle Choices	Improving performance	
INVASION GAMES	Football, Netball, Rugby	Effective passing and receiving	Physical Skills			X					
		Spatial awareness	Physical Skills					X			
		Teamworking skills	Leadership			X					
		outwitting your opponent	Tactics and Techniques					X			
		shooting techniques	Tactics and Techniques			X					
		effective competition	Leadership		X						X
Assessment End point: Students are assessed in 2 key areas; LEADERSHIP SKILLS & PHYSICAL SKILLS. Students will: lead a small warm up, approximately 5-8, confidently identify and stretch key muscle groups, develop knowledge of some bones and demonstrate developing physical skills and tactics in invasion games.											
AESTHETIC SPORTS	Dance	Development of actions, dynamics, space and relationship	Physical Skills	X					X		
		Performing 2-3 different styles of dance	Interpretive				X		X		
		Linking themes and motifs to performance	Interpretive	X						X	
		Developing performance skills	Interpretive							X	X
		Working as a group, duet and/or solo	Leadership			X				X	
		Evaluating choreography and performance	Leadership							X	X
Assessment End point Students are assessed in 2 key areas; LEADERSHIP SKILLS & PHYSICAL SKILLS. Students will: lead a small warm up, approximately 5-8 students, confidently identify and stretch key muscle groups, develop knowledge of some bones and demonstrate developing physical skills and performance skills in aesthetic sports.											
INDIVIDUAL SPORT	Fitness	Able to identify a range of muscles and link to different sports	Tactics and Techniques				X		X		
		Identify some of the skeletal system	Leadership				X				
		Set targets and review progress	Leadership								X
		complete fitness tests and show improvements over time	Leadership								X
PROBLEM SOLVING	Orienteering	Understand map reading skills, advancing further from the main building	leadership						X		
		Team working skills and problem solving	leadership						X		
		Cross curricular links	Interpretive skills						X	X	
		improving cardio vascular and stamina	Physical Skills						X	X	