



BOWER PARK
ACADEMY

YEAR
8



CURRICULUM YEARBOOK

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Core Subjects

Maths

English

Science

Other Subjects

Art

Computer Science

Design and Technology

Drama

Geography

History

MFL: French

Music

PE

CPSHE

Religious Studies

Curriculum Overview

“One child, one teacher, one book and one pen can change the world”

Malala Yousafzai

English is an integral part of being able to communicate, interact and operate in our personal surroundings. It is a life skill that provides us with the ability to articulate our thoughts, feelings and opinions about the world in which we live, and is vital in allowing us to contribute as a successful member of society. Alongside being an invaluable skill, English is also a tool that can be used to unlock our imaginations and provide us with a platform to explore, express and investigate limitless ideas about each and every subject imaginable!

At Bower Park we expose our students to texts that cover the human struggle, resilience and adversity captured in the themes of loss, acceptance, freedom and patriotism. In Year 8, students are challenged to use reading as platform to improve their writing and creativity. Through the study of a diverse range of fiction and non-fiction extracts, they build on their analytical, persuasive and comparative skills to develop maturity in their writer's voice. From Alex Wheatle to Mary Shelley, we continue to expose our students to a wide array of voices and options to build cultural capital and foster and nurture their early passion for further study in this subject.

What we study

In Year 8, students start with the study of ‘Cane Warriors’, exploring the rebellions against slavery, inspired by true events. Students build on their analytical skills from Year 7 and also explore the impact of structure in a text. Following this, they are introduced to persuasive techniques and encouraged to use these methods in their own speeches, after identifying the impact of techniques through the study of the spoken word from iconic figures such as Martin Luther King and Malala Yousafzai.

In the spring term, we build on students’ knowledge of the First World War through the study of war poetry. From a soldier in the trenches to a mother mourning the loss of her child, we expose students to a wide range of perspectives, feelings, experiences and opinions on this historical period. Following this, we move back in time to the 19th Century, through the study of multiple extracts to develop students’ understanding of Gothic literature. Students are challenged to apply Gothic conventions to their own writing in this genre.

To end the year, we return to the canon and study Shakespeare’s ‘Othello’. Using students’ foundation knowledge from Year 7, our study ensures that students can see our Year 8 themes – like racism and gender – through a Jacobean lens. Building on their analytical skills, students are challenged to develop their language analysis through focused, formal writing to end the year.

What our students will learn

By the end of Year 8, our aim is for students to move from understanding the skills and knowledge acquired in Year 7 to using them with more maturity, depth and an improved vocabulary. They will explore:

- Using language, structure and writer's methods in analytical writing to enhance their academic writing
- How to interpret speeches and develop an awareness of the power of the spoken word
- The context and reality of the First World War, and attitudes towards it through poetry
- Elizabethan/Jacobean values

How this learning prepares for next year

Students will build their contextual knowledge and their understanding of perspectives through texts written in the 17th and 21st centuries, texts focusing on equality, and non-fiction speeches. Specifically, having studied Shakespeare's *Othello*, students will build on their knowledge of the play by moving on to the modern play *Blood Brothers* at the beginning of year 9 to prepare them for further modern and Shakespearian plays at Key Stage 4. Students' study of war poetry will also prepare them for further study of identity poetry in preparation for Key Stage 4, as well as developing their creative writing skills by moving on to dystopian creative writing, having studied Gothic creative writing in Year 8.



Homework

In English, we set Year 8 homework fortnightly. Homework is designed to practise skills and knowledge learnt within lessons. This can include learning key facts, practising questions related to work or researching future lessons to support what is taught in class. We also create opportunities for students to read more widely around our curriculum topics to complement their English capital.

SMSC opportunities

Through the course of the Year 8 curriculum, students will have covered a variety of thought-provoking texts that will encourage them to question, evaluate and analyse societal pressures throughout history such as: class, race, gender and mental health. They will also consider the contextual framework for these viewpoints and how they have changed in modern society.



Curriculum Overview

“What is mathematics? It is only a systematic effort of solving puzzles posed by nature”

Shakuntala Devi

Our maths curriculum aims to develop students’ mathematical confidence, allowing them to solve a range of complex problems and critically analyse the world around us. We seek to expose them to the importance of mathematics in the real world and to the skills that they can transfer across the wider curriculum. Mathematics fosters reasoning and problem solving, leading to mastery and logical thinking which builds students into well-rounded and aspirational citizens of the future.

What we study

To build on students’ knowledge from Year 7, at the start of Year 8 we develop on skills in relation to proportion, using a consistent mathematical approach via ratio tables. Our aims are to develop such approaches to ensure that students’ skills are transferable across the curriculum and to reduce cognitive load by minimising the number of concepts students are taught. This is followed by representations, where Year 8 students are introduced to working in the Cartesian plane, data and probability. This is a wonderful set of topics, which provides students with many opportunities to see mathematics through representations and live graphical models in relation to areas such as gradient and scatter graph correlation.

Following this, our spring term curriculum reintroduces students to algebraic techniques and developing number. We take the prior knowledge students gained in Year 7 in areas such as simplifying expressions and understanding equality in algebra, and expand upon this by introducing them to brackets, equations and inequalities. Their knowledge of sequences is also compounded through the introduction of n th term, and taken even further for some students, who will be given the opportunity to explore quadratic sequences. The latter portion of this term consists of a focus on the number strand, where students begin to investigate the relationship between fractions and percentages, and are introduced to multipliers, percentage change and much, much more. We also encounter standard form for the first time, where we visit how standard form helps us to map the distance between planets, atoms and many other applications in the real world.

Our final term in Year 8 touches upon the strands of geometry and reasoning with data. Students extend their knowledge of angles in parallel lines and polygons, and explore the applications of these rules in special quadrilaterals and proof problems. Geometry is explored further through the area of trapezia and circles, which is introduced for the first time. We see SMSC links being made via their introduction to the letter pi, which plays an important role in the world of geometry and dates back thousands of years via the Greek alphabet. This term is concluded through our visit to the world of data. We make many links to the world of work and finance in particular, where students will see their knowledge of charts, graphs and averages being applied.

What our students will learn

Through studying the Year 8 curriculum, our aim is for students to move their knowledge on from Year 7 through application to more complex problems, which are underpinned by their prior knowledge. In a mastery style, they study:

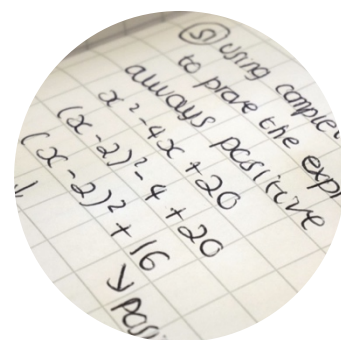
- Proportional reasoning and how multiplicative change is used in currency conversions, for example.
- Plotting graphs from a table of values in representations.
- Manipulating and solving algebraic problems in brackets, equations and inequalities.
- Converting and applying fractions and percentages.
- Finding the area of trapezia and circles, and extending knowledge through compound shapes.
- Measures of location in the strand of reasoning with data.

How this learning prepares for next year

The topics studied in Year 8, such as straight-line graphs, area of 2D shapes and solving equations will give students the skills and knowledge needed in Year 9 to reason mathematically with number, geometry and algebra. The study of proportional reasoning in Year 8 creates a foundation for students to build on in future years.

Homework

In Year 8, homework continues to be set weekly through the online platform of Sparx Maths. Sparx is an excellent platform for supporting students' independent work, because it provides them with video tutorials to enhance classroom teaching and it gives them immediate feedback on their work to allow them to track their progress. Teachers will monitor test results and use common misconceptions to inform future planning of lessons.



SMSC opportunities

Students continue to develop their mathematical reasoning and evaluation skills through mathematical discussions in lessons, which are underpinned by a culture of respect and empathy. We want our students to understand the social and historical implications of maths, which is why we look at real-world applications in topics, such as probability (investigating bias) and statistics (looking at misrepresentations of data), as well as ratio and percentages, which can be applied to a range of financial and scientific scenarios.



Curriculum Overview

“It is easier to believe that there was nothing before there was something than that there was something before there was nothing”

Julian Huxley

Our vision is to deliver a strong knowledge-based curriculum, providing an opportunity for students to discover the excitement of the sciences and the phenomena surrounding the subject. It will aim to instil a desire for practical discovery, while fostering the inquisitive nature of students.

We strive to provide a current foundation in the elements of scientific method, theory, applicability and laboratory practice that will encourage and inspire students to become passionate, engaged and enthusiastic young scientists who ask big questions around science in the wider world, to ensure they understand the impact of science in their daily lives.

What we study

In Year 8, our curriculum begins with the study of biology. We explore ecological relationships and microbes, the interaction of plants and animals in our ecosystems and the human impact on other species. We analyse microbes under the microscope to explore what they are and how they cause illnesses. Following this, we move on to learning about the human body, with a focus on feeding and moving, what it means to have a healthy body, the importance of a balanced diet and the human respiratory, skeletal and muscular systems.



In spring, we move on to chemistry and the study of the earth and its atmosphere, the rock cycle, geographical features, the Earth's atmosphere and climate change. Next, we move on to the topic of elements, compounds and mixtures. We discuss the purpose of elements, compounds and mixtures and how we use these in our society.

In the summer term of Year 8, our physics module is forces and space. Students are encouraged to investigate different forces and how they affect objects, our position in our solar system and the impact this has on our species/planet. To end the year, electricity and magnetism opens up the big questions of how electricity works, how to design electrical circuits and what the Earth's magnetic field is.

What our students will learn

By the end of the year, students will be able to:

- Use a range of scientific literacy to recall their knowledge of key topics studied
- Use new scientific terminology to explain processes, concepts and ideas
- Interpret, describe and explain scientific graphs
- Use mathematical equations to enhance their problem-solving skills
- Transfer their scientific knowledge across the curriculum and to real life examples

To enhance their scientific knowledge, we also offer hands-on learning experiences to ensure students can relate science to the real world, including creating their own scientific models to bring scientific concepts to life, such as the solar system, food webs and the digestive system.

How this learning prepares for next year

The Year 8 curriculum prepares students to begin to link knowledge taught in Year 7 and to develop a wider understanding of science. They will be more confident in their ability to complete a full investigation and write their findings with detailed explanations. This knowledge will be referred to and built upon throughout all other year groups, eventually taking them into GCSE science.

Homework

In science, we set Year 8 homework fortnightly. Homework is designed to practise skills and knowledge learnt within lessons and prepare for new topics of learning. This can include learning key facts, researching a topic or practising questions related to work.

SMSC opportunities

In science lessons, students have the opportunity to work collaboratively, following guidance as a team or as a leader. Students will be exposed to real-world science, both historical and current.

There are opportunities to share opinions and consider new viewpoints, learning how science around the world has an impact upon them and their futures. This year, students start to become a lot more aware of their impact on the environment, other species and how their actions now will shape their futures.



Curriculum Overview

“Every time I have had a problem, I have confronted it with the axe of art”

Yayoi Kusama

Our vision is to enrich the quality of our artists’ creative experiences; to inspire, inform, stimulate and challenge all students in art and design. We want our Year 8 students to build upon their prior learning in Year 7 and inspire them to experiment and create their own thoughtful and meaningful works of art. This is achieved through developing students’ mixed-media skills, teaching them how to use a range of materials such as paper, fabric and wire. We aim for students to be able to form a definitive opinion on art and an appreciation of artists and artistic techniques from a range of art movements to inspire them.

What we study

Throughout the year, students build a portfolio of work based on the following three themes: Graffiti Narratives, Memories and Squander.

Each theme advances skills and progresses techniques from Year 7, from typography skills to printmaking, from sewing to working in wire. Students build on their prior knowledge, using the formal elements of art to embed their contextual understanding of the work explored.



In autumn, students will focus on the theme *Graffiti Narratives*. They will learn about graffiti and mural art by Phlegm. Students will learn how to use typography in their work. Students will be exposed to the skills and techniques of various print-making processes to create a mono print of *Guernica* by Pablo Picasso.

In the spring term, students study the theme of *Memories*. This project emphasises the work of contemporary female British textiles artists Jo Beattie and Debbie Smyth, and encourages students to manipulate wire and learn how to sew and use a needle and thread. Students will use these skills to create an outcome using sewing and stitching techniques, which will prepare them for their work on tessellations in Year 9.

In the summer term, the theme of *Squander* encourages students to critically analyse Flemish painters and contemporary artists, and develop their own ideas, using the SCAMPER method. Students will study working in oil and create an outcome that shows what they squander most in life.

What our students will learn

Art and design at Bower Park Academy offers students in Year 8 the opportunity to develop their creativity by using a range of skills in a wide variety of contexts. We aim to motivate our Year 8 students in new ways of working with art and craft materials, equipping them with the knowledge and skills to experiment and express their own ideas with confidence. In line with the National Curriculum for art and design, students will:

- Produce a well-presented portfolio of creative work, exploring their ideas, provoking thought and recording their experiences by using a range of materials
- Experiment in graffiti, wire, textiles and oil pastels
- Research and analyse the creative works of others, using the language of art, craft and design
- Create purposeful and meaningful personal outcomes, based upon their own research and personal opinions
- Add to their schema of British artists, female craft makers and designers, and understand the historical and cultural significance of their art forms on modern topics

Homework

In art, homework is set to further extend students' understanding of artists and art movements throughout history, to prepare students for future art lessons. Homework will include photography tasks, artist research and critiques of work. Art homework is set once a fortnight. Students are encouraged to reference BBC Bitesize when working independently, to support their studies.

SMSC opportunities

In Year 8 art, we aim to challenge students' opinions and enrich their views on historical and contemporary art, so that they may better understand its significant place in our society.

Students can watch **Sky Arts** on a weekly basis – programmes such as *Portrait Artist of the Year*, *Landscape Artist of the Year* and documentaries on artists and designers can be tremendously helpful when developing ideas for their own outcomes.

The art department has an extensive range of literature, and artists' books are available for all students to use to support their studies.



COMPUTER SCIENCE

YEAR 8

Curriculum Overview

“The computer was born to solve problems that did not exist before.”

Bill Gates

The digital world is a massive part of ours and more importantly, our children's lives. To help prepare them for the future world of work, we aim to develop our students' digital literacy skills for use in school, personal life and potential future pathways. Education is an important medium for ensuring online safety and utilising technology for positive uses. Our knowledge-rich computing curriculum is, therefore, balanced with opportunities for students to experience how they can use technology creatively to enhance their everyday lives.

What we study

The curriculum in Year 8 begins with the study of the internal workings of the computer and various hardware/software devices. In the autumn term, students learn the concept of the IPO model and use binary hexadecimal and ASCII code to replicate how computers communicate with each other. Within this unit, our students will create a revision guide detailing how the internal components link with each other, to ensure they understand how technology works.

In the spring term, students study algorithms. This allows them to make logical decisions about how information flows through a system. This study is completed by creating flow diagrams to meet the requirements of a number of real-world experiences, such as the sequencing of pelican crossings and railway crossings.

In the spring term, our students learn about four different logic gates and how they are used within the computing world. As with algorithms, problem-solving activities encourage students to debate the pros and cons of different systems, such as a burglar alarm in a house.

To end the year, students are introduced to programming. They initially learn how to set out programmes correctly to create a chatbot. The unit culminates in them being introduced to their first text-based programming language, Python, which is widely used in industry.



What our students will learn

By the end of Year 8, students will:

- have a secure understanding of the internal workings of a computer system
- be able to simulate the internal processes
- develop an understanding of how information flows through a program and be able to demonstrate this by using a package called Flowol to program a number of real-life scenarios
- Complete a final project to create a Chatbot, by embodying all skills learned during the Python unit.

Homework

In Year 8, homework is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used develop students' subject-specific vocabulary via retrieval practice and self-marking quizzes.

How this learning prepares for next year

By the end of Year 8, our aim is for students to be ready to undertake the requirements of the Media, Business and ICT units in their Year 9 curriculum, developing an early taste for their GCSE options. Creating media products, analysing media texts and the challenge of independent programming will enable students to be ready for the thinking, synthesising and application of deeper concepts in Year 9.



SMSC opportunities

Students explore how developments in technology have changed our culture, particularly the rise of social networking sites and the ability to communicate instantly across national and international borders. Computing involves the breaking of linguistic and cultural barriers.

As students develop their skills in a range of software, they are challenged to work in groups to find solutions, whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given. In addition, students are encouraged to develop their team-working skills through collaborative work and research.



Curriculum Overview

“When you have exhausted all possibilities, remember this – you haven’t”

Thomas Edison

Design and technology aims to develop our students’ creativity and imagination, and to design and make products that solve real and relevant problems within a variety of contexts, considering students’ own and others’ needs, wants and values. Through our subject, students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they also develop a critical understanding of the impact of products on daily life and the wider world.

Design and technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics. Students will explore these across different areas through our carousel curriculum on: Resistant Materials, Food Technology, Graphic Product and Product Design.

What we study

In Year 8, we aim to challenge students’ understanding of the processes and theories learnt in Year 7 by exploring how those materials are used in real-world industry.

In resistant materials, students learn about polymers and their impact on the environment. They will explore the properties of different types of polymers through a range of research-based tasks, such as collaborative investigation and testing properties. From studying this unit, students will gain a deeper understanding the factors that affect biodiversity, the impact of using finite and non-finite resources and they will acquire a range of material removal techniques and professional finishing processes.

In food technology, our students learn about the chemical and physical functions of eggs and proteins to explore different ways of creating tastes and textures in their cooking. Students will create a range egg-based recipes, including omelettes and sponge cakes. Students learn how to manipulate the molecular structure of their recipes to create a desired outcome. As part of this, our students learn about sensory attributes to evaluate dishes in more detail.

Graphics product in Year 8 has a greater focus on the design side of the industry. Students will be taught how to make informed and purposeful decision about graphical components, such as typography, composition and colour schemes to produce a promotion item. Students will have an opportunity to explore and experiment with paper-based materials to ensure the final product is fit for purpose.

Students will be introduced to the world of fashion through sustainable textiles. In this project our students will be investigating Japanese boro and the works of real-world companies, including Zara. We also study the work of others, which includes Ruth Issett, Molly Mahon, Kate Owens and Coco Chanel. Students will learn how these industry leaders have changed the world of design. In this project, students will take a collaborative approach to design and develop their own fashion textiles.

What our students will learn

By the end of the year, it is intended for Year 8s to have a deepened understanding of and ability to:

- Carry out food investigation tasks.
- Demonstrate complex cooking skills, such as making fresh pasta and shortcrust pastry
- Understand perspective/isometric/oblique
- Use line-bending to form polymers
- Engineer card
- Understand commercial manufacturing processes
- Make social, moral and ethical choices in design



How this learning prepares for next year

Moving forward, with a developed knowledge of a range of technical knowledge and skills, pupils will be able to make more informed design decisions and take a more holistic approach to design problem-solving in projects for Year 9. Pupils should be able to be more critical in their choices and demonstrate a wider range of subject specific vocabulary.

Homework

In Year 8, we set homework every fortnight. The homework will be designed to strengthen current knowledge, prepare students ahead of the new topic being studied and to research areas in industry and designers that can deepen their understanding of new and emerging technologies.



SMSC opportunities

We continue to challenge pupils' thoughts on responsible designs through further studies of finite resources and the impact their usage has on the environment and people. There will be a particular emphasis on the impact of polymers on the environment and biodiversity. Students will learn about food and the environment, which will help them to make informed decisions about what they eat.



Curriculum Overview

“All the world’s a stage, And all the men and women merely players”

William Shakespeare

At Bower Park Academy, we pride ourselves on providing a comprehensive, classical and contemporary curriculum to instil the demands of the GSCE. We aim to cultivate a love of the arts through a variety of thought-provoking and imaginative work, encouraging both students’ creativity and reflection.

With a strong focus on oracy, every student has one drama lesson per week during Years 7 to 9 through our curriculum, which is underpinned by the three strands of the GCSE; devising, performing and evaluating live theatre.

What we study

Year 8 delves into the realm of physical theatre, building on students’ knowledge and skills from Year 7, but with a deeper and broader focus on non-verbal communicative techniques, through body and movement.

In the autumn term, we equip our students with knowledge and skills from historical and current practitioners in the industry, such as Frantic Assembly and Stanislavski. These are applied in our second unit, ‘Cluedo’. Here students use their knowledge of explorative strategy and practitioner to devise original drama.

In the spring term, students transfer, develop and refine their performance skills through time by tackling the play ‘100’, which exposes students to a broader range of issues, ideas and viewpoints, further developing their awareness of diversity in the world in which they live.

In the summer term, students will be exploring the play text ‘Matilda’. They will explore the roles of protagonist, antagonist and the chorus. These performance skills will be applied in the final unit of ‘The Hunger Games’, where students will respond to pre-recorded stimuli and scripted work.



What our students will learn

By the end of the year, our students will:

- Know, recognise and deploy key essential dramatic strategies, including narration, thought-tracking and physical theatre
- Be confident in performing to a live audience
- Develop self-evaluative skills to critique their own performance and improve future performances
- Use a range of stimuli to inspire and create performances



How this learning prepares for next year

The building blocks embedded in Year 8 continue to equip students with the core substantive and disciplinary knowledge required to look at the fundamental performance skills in Year 9 and KS4 in greater depth. Students will transfer their audience-awareness skills and performance skills, including physical theatre and naturalism into Year 9, where they will apply this knowledge to new stimuli exploring set texts and award-winning productions, such as 'The Curious Incident of the Dog in the Night-time' and Caryl Churchills 'Love and Information'

Homework

In drama, homework is set for key stage students once per half term. The homework is designed to develop students' cultural capital of the theatre, play texts and theatre practitioners. Students will be asked to read set text, watch live theatre (accessed online through Teams) and learn key lines for their classroom performances.

SMSC opportunities

The Year 8 curriculum provides students with opportunities to share and listen to the opinions of others. Students will explore and debate a range of topics and issues affecting young people, and they will develop imagination and creativity through the development and performance of dramatic pieces.



GEOGRAPHY

YEAR 8

Curriculum Overview

“Geography is a subject which holds the key to our future”

Michael Palin

Geography is, in its simplest form, a desire for humankind to interact, describe and understand the world around us. As the world shifts and evolves at an increasing pace, so too must its inhabitants. It is, therefore, the intention of our geography curriculum to inspire and inform young global citizens.

In the service of equipping our students with the knowledge and skills to encounter and experience our diverse planet, we will enable them to see the world with a sense of awe and wonder, unlock the ability to ask geographical questions and give students the knowledge and skills to answer them.

What we study

Students begin Year 8 with an in-depth study of coastal landscapes, exploring the various landforms created by seas. They will then move on to looking at human development, the causes of urban development and some impacts. After Christmas, the students will complete a very controversial unit on Antarctica and the Antarctic treaty. The unit will look at the effects of climate change on polar regions.

Globalisation is the next unit, which is very current and ensures students make local and global connections to their own lives, as well as those of others. Topics such as fair trade and sweet shops will help students understand the complex impacts of globalisation.

The weather and climate unit provides an opportunity to study more physical geography, and makes links with the rivers unit studied in Year 7; links are made between flooding and weather. Moving forward to the summer term, students will then undertake their first regional study of the UK. Human and physical processes already introduced in units like weather and climate, development, urbanisation and demographic diversity are applied to the UK.

By the end of Year 8, students will have explored a wide range of local, regional and global contexts, and further developed their understanding of the cultural, political, economic and social systems across the world.



What our students will learn

By the end of the academic year, students will have a good understanding of the world around us, and will have a sense of how there are differences between places and at different scales. They will understand:

- The impact of globalisation and the place Africa and Asia have in the world
- Human geography
- The impact of development on different nations and will apply their knowledge to closing the development gap
- How to write to explain causality and use it to apply knowledge to different contexts.

How this learning prepares for next year

Students will begin deepening their knowledge of the diverse world by investigating gaps in development across the world. They address misconceptions through an understanding of global development levels and the impact on its people. Population challenges and extreme migration, as well as developing on the three core concepts of sustainability, vulnerability and capacity give a vital understanding about our place in the world and the place of others.

Homework

In Year 8, homework is set to enhance our students' independence, resilience and curiosity. It enables students to revisit areas of the curriculum, making links to other units, other places and the lives of people. Writing in a particular style, students learn to recall and retain prior knowledge. Homework activities help knowledge recall. There will be a variety of projects and tasks set in accordance with the homework policy.



SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a population and fantastic places, students are given an appreciation of the world around of them. In particular, the study of fantastic places allows them to reflect and share on their own experiences of the world.



Curriculum Overview

“Study the past if you would define the future”

Confucius

We believe that a high-quality history education will help students gain an overview and depth of knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. Our students see themselves, their cultures and those of their peers reflected in our programme of study. They will become enthused, will be challenged and will feel invested in their study of the past 1000 years.

We believe history develops students’ knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. It enables them to see beyond their own experiences and develop empathy, tolerance and an appreciation for diversity in all its forms. We want students to know how history as a discipline works, and model this in their own studies, research and visits to historical environments.

What we study

Having built a strong foundation in the understanding of cause, consequence and historical thinking and a knowledge of how early modern Britain was shaped, we then seek to introduce students to the concept of social history in Year 8.

In Year 8, our students begin the year by developing their understanding of cause and consequence through a study of the events of the English Civil War, with a close focus on the implications of the execution of King Charles I, as well as considering the impact the war had on society. Following this, students will look at the industrialisation of the United Kingdom between the 17th and 20th Centuries and the impact this had on society, with a particular focus on workers and women in the workplace.

In spring, we refocus our attention from local history to the global implications of industrialisation by looking at the British Empire and the rise of the North Atlantic slave trade. With a close focus on source material, we encourage the development of independent inference skills to grow our historical thinkers. Next, we focus on the development of civil rights in the Americas from the end of the 19th Century to the present day, to explore the significance of slavery on racial tensions today.

In the summer term, our focus on modern history and the causes of the First World War allows us to develop students’ empathy through real-life accounts of soldiers and people on the home front, to develop an understanding of the human impact of war. We continue this theme through our lessons on the Second World War, as part of the preparation for our Year 9 focus on modern history.

What our students will learn

By the end of the year, our aim is for students to have a solid understanding of the key causes, events and consequences of

- The English Civil War
- The Industrial Revolution
- The Whitechapel murders
- The British Empire and its role in the North Atlantic slave trade
- The civil rights movement
- The First World War

In addition, we will develop students' historical skills in:

- Evidential thinking, cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Interpretation



How this learning prepares for next year

The Year 8 curriculum builds on the skills set from Year 7, but also challenges students to become more analytical in all areas of their historical literacy as the concepts and interpretations increase in challenge. The curriculum also lays a foundation for key Year 9 topics and themes (such as the movement of people and the impact of history on contemporary society), including a strong focus on social history and the development of social movements to affect change.

Homework

The history department sets homework tasks that develop the research and presentation skills of the student. Homework is set in a way that allows the students to use their strengths to create a piece of work that enriches the topics being taught in the classroom. Students are invited to (amongst other homework tasks) broaden their knowledge of the world by researching an African country of their choice; to open their minds to the possibility of change through the study of a civil rights leader they find inspiring, and to consider how the past impacts on the present by finding out about an important pre-twentieth century invention.

SMSC opportunities

The Year 8 focus on social history encourages students to develop a tolerant and empathetic approach to people of different backgrounds and circumstance. They confidently interrogate the past, questioning how marginalised groups have been oppressed and written out of history, and continue to develop a respectful attitude towards all members of society.



Curriculum Overview

“To learn a language is to have one more window from which to look at the world”

Chinese Proverb

Our aim in the MFL department is for all students to develop an understanding of French in a variety of contexts and increase their knowledge of vocabulary and structures, transferable language learning skills, the ability to communicate effectively in the target language and cultural awareness of France. The knowledge and skills they develop will enhance their understanding and application for further language studies, as well as using French in any appropriate settings.

What we study

Year 8 topics in French begin to draw on some key topics from the GCSE course to widen students' ability to comprehend and communicate language involving how they spend their free time, including the use of technology, where they go and what they do on holiday, body and health and their future plans. They will complete the summer term by completing a small project about French-speaking countries.

We develop longer exchanges of language by introducing students to the past tense, introducing more complex language communications and teaching idiomatic, 'real-life' language used in France. Students are encouraged to extend their flexibility in speaking and writing tasks and are introduced to higher-level structures. They will also on build their application of the three main tenses.

What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where they can talk about the world in which they live and breathe as teenagers.
- Decode language and spot patterns.
- Understand and communicate in all four skills; listening, reading, speaking and writing.
- Acquire vocabulary from six different contexts, including holidays, sports and health, food and drinks and future plans.
- Enjoy exploring other cultures.

How this learning prepares for next year

By the end of Year 8, students will have a solid foundation of three tenses; present, past and near future. These are key building blocks needed for the more complex language communications of Year 9, including the introduction of the simple future. The core language structures from Years 7 and 8 are re-capped in the Year 9 curriculum to ensure they are embedded and effortlessly produced in longer exchanges of French.



Homework

In Year 8, we continue to set homework fortnightly. It is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used to develop students' specific vocabulary through retrieval tasks, such as quizzes or vocabulary tests.



SMSC opportunities

Students' exposure to lives in French-speaking countries gives them an understanding and appreciation of cultures outside their own. Through the topics of digital technologies, we cover the dangers and considerations associated with using these modern forms of communication. In the topic of food, health and healthy living, we explore and discuss healthy lifestyles.



Curriculum Overview

“Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything”

Plato

Music is a universal language which actively encourages self-confidence, creativity, self-expression and collaboration. Our aim is for all students to have the opportunity to perform, compose and appraise music.

Students will study music from a variety of different cultures and eras, which develops a positive attitude towards diverse cultures, notions and ideas, and helps to contextualise music and the trends associated with it. There is an emphasis on learning through three key strands: composing, performing, and appraising and from the beginning of year 7, students will have the opportunity to perform in groups and on their own, and to use their learned skills to compose their own music.

At Bower Park Academy, we also strive for students to have the opportunity to learn a musical instrument, make music with others, learn to sing and progress to the next level of excellence.

What we study

In the autumn term, students will learn the history of jazz, blues, and soul music, as well as the history of British pop music. Students will look at the historical context, as well as the musical features of each genre. Students will be assessed in pairs. Following on from this unit, students will study the reading of sheet music on a new instrument, as well as learning how to notate music for the drums through cultural African drumming.



In the spring term, students will continue to use their voices to create music, and will also create music in groups on the keyboard. Students will learn how to compose a melody and chordal accompaniment on the notation software ‘Noteflight’, using a new key signature of ‘G major’.

In the summer term, students will perform in groups on a wider range of band instruments whilst studying music from the Beatles. Students will work collaboratively to create a band performance in small groups and create a complete ensemble score.

What our students will learn

In Year 8, students will:

- Sing using different dynamics, in both unison and harmony.
- Talk about music, using traditional means of music analysis.
- Develop their fine motor skills.
- Read more complex rhythms.
- Apply new music theory knowledge to the keyboard.
- Develop their practical skills on the drum kit.
- Play in time and communicate effectively as an ensemble.
- Read and interpret lead sheets.



Homework

In music, homework is set for Key Stage 3 students once per half-term. The homework is designed to develop students' cultural capital of musical compositions, composers and the cultural impact that music has upon others. Students will be asked to listen to compositions, watch live performances (accessed online through Teams) and research key composers, to build on their classroom knowledge.

How this learning prepares for next year

The knowledge that students learn in Year 8 allows them to access more complex musical ideas in Year 9. In Year 9, they will build upon the fine motor skills that they have developed in Year 8 in order to play more advanced sheet music. Learning in Year 8 also prepares students for music in Year 9 by developing their knowledge of bass notes and the bass clef, so that in Year 9 they can start to begin to play chords and bass notes with both hands at the same time. Students will also use the ensemble skills that they learn in Year 8 in order to compose their own music as a band and apply their knowledge in a different way.

SMSC opportunities



The music curriculum allows students to grow in confidence through solo and ensemble performance. Furthermore, it allows students to explore their individuality and self-expression in a creative manner, through composing their own music. Additionally, students will learn how music can influence a listener's emotions and will be able to use this to create their own compositions. Students get the opportunity to work in groups with their peers and learn to work effectively as a team.



Curriculum Overview

“For each individual, sport is a possible source for inner improvement”

Pierre de Coubertin, founder of the modern Olympic Games

Our physical education curriculum provides all students with new opportunities to continue with sports and become confident and competent in it. Students will build on key knowledge from the Year 7 teaching of fundamental skills and be given opportunities to apply them correctly to gain tactical advantages and become knowledgeable of the rules of many sports, to show a deeper understanding.

We will promote confidence, teamwork and communication skills within a variety of sports, both on and off the pitch, and provide opportunities to develop a passion for sport or a passion to follow a healthy active lifestyle with physical activity at its heart. We believe that physical education has a strong place within the curriculum and should be used as a tool to help develop students into successful members of our community. Through the core values of fairness and inclusion within games, the curriculum supports year 8s on their journey to becoming well-rounded young adults.

What we study

Students continue their journey in physical education by focusing on incorporating advanced skills and tactics into their performances and competitive full-sided games. We continue in Year 8 with our ten-sport curriculum. Over the autumn and spring terms, all students will take part in netball, rugby, table tennis, badminton, gymnastics and fitness.

Netball and rugby are invasion games. These sports focus on movement in a game, especially to outwit opponents in full games, alongside development of core skills. Through our racket sports, badminton and table tennis, we explore more advanced shots and serves to improve students' coordination skills. In the teaching of movement and replication, our gymnastics lessons challenge students to be more creative, whilst developing teamwork, communication and control. In health and fitness, we look at fitness testing and training methods across a range of components, to help improve performance and fitness.

In the summer months, we move to an outdoor curriculum and challenge students to excel in athletics events, including sprinting, long-distance running, throws and jumps. We continue to develop students' teamwork and communication skills through cricket, rounders and handball.

Our curriculum develops students practically and theoretically. We expect students to demonstrate key teaching points, but also understand the knowledge behind the action. Many of the skills learnt are transferable across the curriculum, such as throwing and catching, spatial awareness and control, which arise in many sports, allowing students to become confident and competent in full-sided games.

What our students will learn

Physical Education at Bower Park Academy offers students the opportunity to develop their practical knowledge, theoretical knowledge and a wide range of life skills in a wide variety of situations. We aim to inspire our year 8 students to face challenging situations and concepts and become confident in their approach to new things. In line with the National Curriculum for Physical Education, students will:

Practically demonstrate:

- A range of skills and tactics adhering to the rules and concepts of invasion, net and wall and striking and fielding games.
- Development of athletics techniques and analysis of performance.
- Creativity within movement and replication, to perform a range of gymnastics techniques
- Improvement of health and fitness to achieve their very best.

Focus on the following theoretical aspects of:

- Anatomy and physiology: joints for movement
- Physical training: components of fitness, training methods, fitness testing
- Socio-cultural influences: the physical, mental and social benefits of taking part in physical exercise.

Develop key life skills such as:

- Communication ■ Leadership ■ Teamwork ■ Problem-solving ■ Creativity ■ Empathy ■ Confidence

How this learning prepares for next year

Our Year 8 curriculum prepares students to be successful by becoming confident in key fundamentals that are vital to success in sports. Next year, students will take this knowledge even further, learning to be effective and influential in a game and building on the drive to do well that is transferable across all paths in life.



Homework

Prior to assessments, revision sheets are sent to students to support their independent revision. We encourage all students to participate in one of our clubs which are hosted daily.

SMSC opportunities

Communication and oracy skills, such as speaking and listening, will develop through cooperation and working together within team games, but also through theoretical learning. Students will be pushed to think hard on key teaching points and gain reflective skills to improve their own work. Students will always be encouraged to adhere to the rules and regulations of the game or activity to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances.



Curriculum Overview

“You are a citizen, and citizenship carries responsibilities”

Paul Collier

What we study

In CPSHE, our vision is to develop our students into confident, respectful, safe and informed young people who value each other and the world. We want to ensure that all students are equipped to make the right choices in their individual lives and become valued members of the community. We pride ourselves in promoting a safe, secure and honest environment for students to learn and discuss topical and personal issues in a safe setting, encouraging them to be the best they can be in every aspect of their lives.

Underpinned by the statutory Relationships, Sex and Health Education Guidance (DfE, 2020), our CPSHE curriculum is collaboratively planned to meet statutory expectations and to also address issues personalised to our cohorts' needs. We use a thematic model, which is spiralled from Year 7 to 11, building on students' knowledge, skills and understanding. Our curriculum is guided by the PSHE Associations recommendation, centred around the themes of:

- Health and wellbeing
- Living in the wider world
- Relationships



What our students will learn

In Year 8, students start their learning journey with a focus on making a difference to themselves and others. This topic sets students up to start their time in Year 8 with a positive mindset. They consider and reflect on the impact of both rudeness and kindness upon themselves and others. They deepen their understanding of actions by looking at mental health and body image, followed by mental and physical wellbeing. Students are set up with tools to manage their well-being, and are reminded of how their own actions can impact on others in a positive or negative way.

Following this, students explore the impact of stereotyping and discrimination through a series of lessons looking at various forms of discrimination, with a focus on respect, inclusion and kindness. Students begin by considering the differences between these two forms of behaviour and the impact of stereotyping, and how this can lead into discriminative acts. Students are then guided through a series of lessons to address various forms of discriminative acts, such as gender, disability, race and religion. Finally, we explore the link between this, learning our British values and beliefs of mutual respect, tolerance, democracy, the rule of law and individual liberty.

In early spring, students revisit the theme of relationships, moving away from friendships, to intimacy, as part of our relationships and sex education statutory requirement. Building upon their relationships lessons in Year 7, students revisit positive and negative relationships, with a focus on intimate relationships. Students discuss ways of showing affection and build an awareness of individual preferences and an understanding of consent. Next, in a safe environment, the following lessons provide students with the opportunity to discuss sex and sexual experiences, the risks around these activities and ways to stay safe and healthy. Consent is a golden thread within this scheme, but a lesson is also dedicated to this topic area to explain the importance and laws surrounding sexual encounters. The final two lessons explore the dangers of sexualised content in the media and the laws and consequences surrounding using technology safely.

Centred around the theme of health and wellbeing, our summer term teaching is split into two topics. To start, students explore influences around the topics of vaping, relationships and peer influences, and gang violence and exploitation. Students are challenged to consider the varying options they have and reflect on the consequences of those choices. Students build skills and understanding of strategies to tackle influences related to those areas. Following this, our focus moves to the practical side of keeping safe, building students' skills and an understanding of basic first aid treatment of common illnesses.



Students end their Year 8 CPSHE journey by building and developing an understanding of how to make appropriate financial decisions. The scheme of learning has been created based around the Martin Lewis 'Your Money Matters' book resource. Students are set up with some key financial knowledge to encourage them to budget, save and plan for their future. To build on their year 7 careers lessons, students learn about borrowing and debt, and are given the opportunity to consider their future options from a financial perspective in terms of apprentices, employment and going to university.

How this learning prepares for next year

The Year 8 curriculum is structured to support students' social and emotional learning as they embark on adolescence and gain more independence in the wider world. Our core themes are built upon in Year 9, where students will further their study of the topics of health and well-being, relationships and living in the wider world, in an age-related way.

Homework

In Year 8, we set half-termly homework tasks designed to enrich classroom learning and to retain and enhance levels of skills and knowledge. These include:

- Spelling and application of keywords
- Posters and leaflets
- Researching tasks

SMSC opportunities

Through discussing a variety of real-life situations and challenging topics, students are encouraged to develop their independent values, whilst considering the perspectives of others, and their role in the wider community

Tutor Time and Assemblies

Weekly, in tutor time, we discuss current affairs and the link between new stories and our British values of democracy, individual liberty, the rule of law, mutual respect and tolerance.

In addition, tutor time complements a range of CPSHE themes including;

- mental health awareness
- anti-bullying
- kindness and friendships
- gambling

Assemblies are also centred around our thought for the week and the pastoral calendar, covering the key topics of resilience, empathy, equality, tolerance, kindness and diversity, as well as celebrating key historical events such as Armistice Day and the Holocaust, to develop students' SMSC and enhance their foundation skills for our CPSHE curriculum.



8 YEAR RELIGIOUS EDUCATION

Curriculum Overview

“Schooling deprived of religious insights is wretched education”

Russell Kirk

Our vision is to equip students with the cultural, social, moral and spiritual knowledge that will prepare them for life experiences.

Over 90% of people in the world have a religion, and, whether you are religious or not, many social and cultural celebrations have a religious connection. It is, therefore, important to understand beliefs and practices of the various world religions.

What we study

In Year 8, our religious education curriculum aims to provide students with knowledge of Christian beliefs, practices and the history of the Church. Over the year, we follow an in-depth study of Christianity, building on the summer term of Year 7. In the autumn term, we explore the miracles of teachings of Jesus, including his parables and the miracles he performed. Following this, we analyse the different events in the last week of the life of Jesus, so students understand the importance of some of the key Christian festivals around the Easter period.

In the spring term, we study how Christians live their lives, including how they worship, the role and history of the Church and priests, and the importance of the Bible in their daily lives. Throughout this study, we challenge students to make a comparison between the Christian way of life and the Muslim and Jewish ways of life, to ensure students can identify that there are some links between how different faiths worship their god or gods.

In the summer term, we start to study moral issues, such as addiction, racism, transplants and why it is important to work. We encourage students to make informed decisions about controversial issues in the world to prepare them for the topics of prejudice and discrimination within religions in Year 9. To end the year, we study two religions of India, Sikhism and Hinduism, to make a comparison between five faiths.



What our students will learn

By the end of the year, students will be able show an understanding of:

- Christian beliefs
- Key events of the life of Jesus
- Living the Christian life
- History of the Church
- Personal and social issues
- Key religions in India

In Year 8, students will learn skills such as how to:

- Outline, explain and evaluate religious beliefs and practices
- Develop religious literacy through writing, discussion and debate
- Share and justify opinion and beliefs and be considerate of others

Homework

In RE, homework is set to further extend students' understanding of religious issues and to prepare students for future RE lessons. Most homework is pre-unit reading, which is presented in the classroom.

SMSC opportunities

The Year 8 curriculum looks at key religious beliefs with a focus Christianity, Hinduism and Sikhism. Throughout religious education, students will investigate how society impacts on religion and how religion impacts on society and cultural developments. Students will develop an understanding of their own personal belief system and why they have these beliefs, and demonstrate respect and tolerance of other belief systems.





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