

Subject area Art/Technology **Department** Art/Technology
HoD Miss H Evans **HOD email** hevans@airedaleacademy.com
Department staff H Evans, N Amos, C Stanley and H O'Neil

Year group 8 **Subject name** Art
Core
Periods/week 1 **Qualification** None
Weblink None

Overview

In Art pupils will extend basic skills and develop new ones through a series of linked projects.

Units studied

Projects will allow students to explore a range of themes through different media and styles of project including graphics, painting and drawing, clay and other media.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Subject area Art/Technology **Department** Art/Technology
HoD Miss H Evans **HOD email** hevans@airedaleacademy.com
Department staff H Evans, N Amos, C Stanley and H O'Neil

Year group 8 **Subject name** Technology
Core
Periods/week 1 **Qualification** None
Weblink None

Overview

Following a combination of Product Design and Food Technology units, students in Year 8 have the opportunity to develop the skills that they were introduced to during Year 7.

Units studied

Product Design 3: Flashing Alien.

Pupils design and make a Flashing Alien using a combination of materials and electronic components. Greater emphasis is placed on accuracy and attention to detail.

Food Technology 2: Develop.

Pupils develop their culinary skills and learn more about different cuisines and food groups through making a tray bake, curry, koftas and flapjacks.

Product Design 3: Flat Pack.

Pupils research, design and make flat pack desk-top storage unit. They use a variety of resources including Smart Materials.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Units studied

Assessment

Other info

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
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Subject area Drama **Department** Drama

HoD Mr R Billings **HOD email** rbillings@airedaleacademy.com

Department staff R Billings, J Matthews and A Chapman

Year group 8 **Subject name** Drama

Core

Periods/week 1 **Qualification** None

Weblink None

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students will study a range of practical based and process based (SMSC) topics.

Each of the following units will rely heavily on the students being able to use a range of Explorative Strategies and Drama Medium.

Explorative strategies include:

- Still image
- Thought-tracking
- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium includes:

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

Units studied

Haunted House (Baseline Assessment) – Practical
Crime and Punishment – Process
Lauren’s Dilemma – Process
Melodrama – Practical
Racism and Discrimination – Process
Shakespeare’s Twelfth Night – Practical

Assessment

Each topic last half a term and the students are assessed at the end of each topic. This is in the form of practical assessment including video evidence (internal use only) and a progress log book kept by the students.

Other info

Students will have the opportunity to attend many different extra-curricular activities. This will include the weekly drama club and the whole school productions.

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**

Periods/week **Qualification**
Weblink

Overview

Year 8 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening.

Units studied

Autumn Term 1 – ‘Of Mice and Men’ or ‘Heroes’

This scheme gives students the opportunity to develop reading comprehension and analytical skills. Exploration of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities, allowing students to understand and cultivate the analysis skills needed for GCSE analysis.

Autumn Term 2 – Transactional writing (writing to argue)

Prompted by tasks in the GCSE Language specification, students will explore, understand and create a range of transactional writing tasks, such as leaflets, letter writing and speeches. They will develop an understanding of tone and writing for different purposes and formalities. This scheme also includes a speaking and listening assessment, incorporating writing techniques and practising speeches for different purposes, such as to persuade, to argue or to inform.

Spring Term 1 - Magical Voyages

Students will explore narrative writing structure, creative writing and grammar in a scheme designed to challenge and encourage imaginative writing skills. Different creative and imaginative texts will be explored and opportunities will be given for students to engage in their own original writing using a range of imagery and linguistic devices.

Spring Term 2 – Poetry from Other Cultures

A range of poems from different cultures will be explored in this scheme, allowing students to explore context, alternative values and new perspectives. Comprehension and language analysis will be developed and practised in preparation for anthology poetry and unseen poetry in the Literature GCSE specification. Students will be taught the ‘6 Steps to Success’ in poetry analysis and also explore a range of poetry techniques and their effects in different contexts.

Summer Term 1 – Introduction to Shakespeare – ‘Noughts and Crosses’

Students will be prepared for GCSE Literature analysis through reading and analysing a modern text based on ‘Romeo and Juliet’. The text will allow them to explore the key plot events and themes of the texts. In addition, they will have the opportunity to explore the context and historical background of Shakespeare, his work and the world he lived in. This analysis will also include writing tasks, such as diary writing and letter writing to explore wider themes and writing skills.

Summer Term 2 – ‘Sherlock Holmes’

Preparing students for the demands of the 19th century historical texts to be studied as part of the Literature GCSE specification, this scheme allows students to analyse and apply reading analysis skills to a historical text. As well as literature analysis of the text, students will also explore a character-focused

speaking and listening task. There will also be the opportunity to explore narrative and transactional writing as part of this scheme.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

All classes will be given the opportunity to complete a 'Big Write' each week, using learning from recent levels to inform and develop skills in extended writing. This is marked and assessed by their teacher.

Each term, students will be assessed using a formal PPE. This will include both a reading comprehension and writing task, which will be assessed and moderated in department. These grades will be communicated to parents formally.

Other info

Year 8 students will have one lesson a week in English for Accelerated Reading. This will include independent reading time, assessment using the Accelerated Reading programme on school computers, guided reading sessions and one-to-one reading with their teacher within the lesson. Progress in reading and understanding is monitored and tested using the Accelerated Reading programme to check and manage progress by the class teacher.

Subject area	Enrichment	Department	Enrichment
HoD	Mrs S Chambers	HOD email	schambers@airedaleacademy.com
Department staff	Various		

Year group	8	Subject name	Enrichment
	Core		
Periods/week	1	Qualification	None
Weblink	N/A		

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Students will experience learning in 4 skill areas of Listening, Reading, Speaking and Writing. They will also experience translation, transcription, extended listening and reading authentic texts. We will aim to inspire further learning and a love of French culture, film and literature
Students learn how to give and develop opinions in French and to understand and produce lengthier and more complex language. Students also look at the geography, culture and customs of France and other French speaking countries.

Units studied

Units Studied
Term 1:
Salut- greetings and introducing myself
Ma Famille- family members and descriptions
Term 2:
L'école- school life and studies
Kirikou- A French animation film
Term 3
La Musique et la Poésie- French culture
GCSE Preparation

Assessment

Students will be assessed formally during the calendared Assessment dates on the Academy calendar. They will also receive ongoing assessment in class throughout the year. Assessments will cover listening, speaking, reading and writing.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Geography enables students to study the world around them at a local, regional and national scale. It includes both human and physical aspects as well as considering environmental issues.

Units studied

Term 1: - What is Development? - In this unit students will develop an awareness of the way in which people live in a poorer part of the world. This will be taught largely through the comparison of the country of Kenya with the UK. Pupils will also look at trade and the impacts of Fairtrade.

Term 2 - Restless Earth - In this unit students will learn about the causes of natural tectonic hazards such as volcanoes and earthquakes. Students will study specific examples of past eruptions and earthquakes; the effects and management.

Term 3- Tropical Rainforests - In this unit students will locate the world's tropical rainforest and will study the characteristics of this fragile ecosystem as well as their sustainable management, focussing on the Amazon.

Term 3 – Hot Deserts – In this unit pupils will look at deserts across the globe. This will involve describing and explaining the desert climate as well as looking at how plants and animals have adapted to survive in such extreme conditions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

Health and social care during the Industrial Revolution; students will study the changes that happened in Britain after 1750 and consider how this influenced the way that people lived.

Term Two:

The American West; students will investigate the movement of people in America and the impact that this had on the Plains Indians.

Term Three:

The Western Front in WWI & Britain during WWII; students will discover why Britain went to war in 1914 and learn about what life was like for the soldiers on the Western Front. Students will then go on to research Britain and the Homefront during WWII.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	8	Subject name	IT & Computing
	Core		
Periods/week	1	Qualification	None
Weblink	None		

Overview

The Computing Framework breaks down the Computing programmes of study into three strands. These three strands are

1. Digital Literacy
2. Information and Communication Technology
3. Computer Science

Units studied

In year 8 the course is split in to six different projects, two each term.

Project 1 - Survival Guide: This project involves students learning how to keep their files and folders in a suitable structure and also gives them an introduction to ICT and assesses their initial ability.

Project 2 - Internet Safety: This project involves students learning how to stay safe on the internet and how to keep any personal details safe. They will create an educational advertisement that will help people of all ages stay safe when using the internet.

Project 3 - Spreadsheets: This project involves the students learning how to use Microsoft Excel. They will learn how to enter data, format the data in a professional way, create formulas and functions and learn how to present the data in the form of graphs and charts.

Project 4 - Hardware and Software: This project involves the students learning all about the inner workings of their PCs. They will learn how each component functions in the PC and what role it plays in making a PC work. They will learn about Operating Systems and other important software in use on every PC.

Project 5 - Databases and Desktop Publishing: This project involves sorting and interrogating a database and producing a high quality publication using DTP software. They will also use the internet to research different information to enable them to create a professional range of publications for the given task.

Project 6 - Programming project: This project gives students the opportunity to sequence instructions in two different pieces of software. Students will use Flowol software to be able to sequence everyday objects such as traffic lights and then Scratch to create a game.

Assessment

Formal assessment every half term.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

During year 8 pupils will be taught topics from the four main areas of mathematics; number, algebra, shape, shape and measure and handling data.

Units studied

Term 1

- Integers, powers and roots
- Sequences, functions and graphs
- Geometrical reasoning: lines, angles and shape
- Construction and loci
- Probability
- Ratio and proportion
- Equations, formulae, identities and expressions
- Measures and mensuration; area

Term 2

- Sequences, functions and graphs
- Mental calculations and checking
- Written calculations and checking
- Transformations and coordinates
- Processing and representing data; interpreting and discussing results
- Equations, formulae, identities and expressions

Term 3

- Fractions, decimals and percentages
- Measures and mensuration
- Equations, formulae, identities and expressions
- Sequences, functions and graphs: using ICT
- Calculations and checking
- Geometrical reasoning and mensuration
- Measures and mensuration: volume
- Statistical enquiry

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites:

www.mymaths.co.uk

www.kerboodle.com

They can get their individual logins/passwords from their class teacher.

Other info

-Students should be prepared to complete weekly homework to inform their independent learning.

-Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**

Periods/week **Qualification**
Weblink

Overview

Overview

Music lessons at Airedale Academy are highly practical and the Music Curriculum aims to increase students' self-confidence, creativity and sense of achievement. Students explore music through the key skills of performing, composing and listening, and our music technology suite and recording facilities allow all pupils to access Music Technology. There is a thriving extra-curricular calendar and numerous concerts and events throughout the year, including Airedale Music Festival

Units studied

Unit 7 – Pop Music – This project brings together students' knowledge of chords and riffs from year 7 and allows them to compose their own pop song. The class will study existing pop songs on their chosen instrument and then move onto composing their own.

Unit 8 – Film Music - Students will learn how film soundtrack composers use sound effects, leitmotifs, themes and musical clichés together with tools such as cue sheets and storyboard to assist their planning of a film soundtrack. They will compose a soundtrack and perform a film music track.

Unit 9 – Cubase Remix – In the 2nd instalment of the technology unit the class will study Cubase in preparation for GCSE. Students will learn how to record MIDI and remix existing songs.

Unit 10 – Classical - This unit explores classical traditions and focuses on how composers from Baroque to the Romantic era composed well known pieces that students will recognise instantly.

Unit 11 – Cover Song – Just Play 3 – The final 'Just Play' unit allows each class to work in class bands to perform a cover of a song. More able classes will be able to choose from their own song list.

Unit – Reggae – Finally each class in year 8 will perform a cover of the classic Bob Marley song 'Three Little Birds'.

Assessment

Students will be assessed against their PLC criteria at the end of each topic. Each topic has an equivalent year 8 topic in which they should aim to improve.

Other info

At Airedale we have a thriving extra-curricular programme that will further students development in music. Students can attend singing, before/after school practise, rock band and new for 2017 elite singers.

In addition students can take extra-lessons on a variety of instruments.

Subject area PE **Department** PE

HoD Mrs K Ball/Mr R Singleton **HOD email** kball@airedaleacademy.com/rsingleton@

Department staff K Ball, R Singleton, E Ward, A Dean and B Coleman

Year group 8 **Subject name** PE

Core

Periods/week 2 **Qualification** None

Weblink None

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance– trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 3 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area Science **Department** Science

HoD Mr S Miller **HOD email** smiller@airedaleacademy.com

Department staff S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope

Year group 8 **Subject name** Science

Core

Periods/week 3 **Qualification** None

Weblink None

Overview

Students in Y8 will build on concepts studied in Y7 and begin to prepare themselves for GCSE Science.

Units studied

Each half-term will have two units that need to be studied:

Autumn-1Autumn-2Spring-1Spring-2Summer-1Summer-2

Bioenergetics 1HydrocarbonsMagnets and electromagnetsRadiationInfection and ResponseMechanics

MixturesBioenergetics 2 - PlantsGeneticsReactivity SeriesWavesQuantitative and Qualitative Chemistry

Biology units to study:

Infection and Response (disease, causes of disease, preventing and treating diseases)

Bioenergetics 1 (Respiration, digestion, enzymes, metabolism)

Bioenergetics 2 (Photosynthesis + plants (plant structure and asexual reproduction , water cycle, carbon cycle)

Genetics (Selective breeding, mitosis/meiosis/ cell division)

Chemistry units to study:

Mixtures and Separations (rock salt separation, filtration, crystallisation, chromatography, fractional distillation)

Reactivity Series (extracting metals, alloys, reactions with oxygen and acids)

Quantitative and Qualitative Chemistry (RFM, mass change, gas tests, gas chromatography)

Hydrocarbons (fractional distillation, properties of hydrocarbons, alkanes and alkenes)

Physics units to study:

Mechanics (pressure, speed, velocity, acceleration, newton's 2nd law, $F=ma$ and stopping distances)

Radiation (atomic structure, alpha, beta and gamma)

Waves (EM spectrum, longitudinal/transverse, properties of waves & EM waves, refraction and wave calculations)

Magnets and Electromagnets (Magnets, poles, compasses, magnetic field lines, electromagnets and factors that increase the strength of an electromagnet)

Assessment

Students will complete mini-in-class tests after each topic called 'PiXL classroom tests', which will be assessed as part of our mastery system. Students can be awarded the following grades:

Mastering (Highest)
Established
Secure
Developing
Foundation

Students will also be regularly assessed in line with the academy's assessment schedule.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mrs Sanderson for more details.

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also be assessed by their teacher throughout the course of the year on how well they participate in the debates and discussions and also their written work

Other info