



# ALEC REED ACADEMY

## Year 8 Curriculum Booklet

2025-2026



PROUD TO LEARN

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# Introduction

Dear Parent

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 8 at Alec Reed Academy. It will allow you to help them plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment which your son / daughter will need is indicated, along with some ways in which parents can help pupils with their studies.

Full attendance at school is essential and leads to success and achievement for all pupils. With this priority in mind I would like to draw your attention to the following information:

## Attendance and Punctuality

Attendance during school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	56 Lessons
90%	19 Days	4 Weeks	112 Lessons
85%	29 Days	6 Weeks	168 Lessons
80%	38 Days	8 Weeks	224 Lessons
75%	48 Days	10 Weeks	280 Lessons
70%	57 Days	11.5 Weeks	322 Lessons
65%	67 Days	13.5 Weeks	378 Lessons

The latest research suggests that, on average, every 17 days of school missed equates to a drop of one grade at GCSE. Regular attendance is therefore crucial to successful outcomes. All year groups therefore have a target of 96% attendance and above.

## GCSE Examinations

GCSE's have undergone, and continue to undergo, significant changes. These changes are being introduced nationally over a three-year period. When pupils take their GCSE exams at the end of Year 11, results will be on the new 9-1 grading system. If your child is in Year 11 this will affect most of their subjects and if your child is in Year 10 this will affect all subjects. A comparison of new GCSE grading to old can be seen below:

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	
Old GCSE Grading Structure									

# Art

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Formal Elements – Bug Boxes</li> <li>• Drawing Skills – Line and Proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Everything is Art. Learn to observe the world around you and draw every day.</li> <li>• Where does Art appear in all your subjects across the curriculum?</li> <li>• Visit galleries, museums and exhibitions.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Formal Elements – Bug Boxes</li> <li>• Drawing Skills – Tone and Texture</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Colour – Bug Boxes</li> <li>• Developing Skills – Imagination and Observation</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Colour – Bug Boxes</li> <li>• Developing Skills – Blending &amp; Mark Making</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• 3D – Bug Boxes</li> <li>• Ceramic Skills – Design Development</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• 3D – Bug Boxes</li> <li>• Ceramic Skills – Developing 2D to 3D</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Artist Research, Observational drawing, Collage, Mark Making, Creative Writing & Photography.
<b>Assessment Tasks, Methods and Frequency</b>	Observational drawings with a focus on proportion, line, tone, texture Creative drawing tasks with a focus on imagination and observation Application of skills and understanding through different media including painting, printing, 3D paper construction and clay outcomes.
<b>Equipment that Pupils Need</b>	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set.

<p><b>Parents / Carers can help their child by:</b></p>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<p><b>Useful websites</b></p>	<p><a href="http://www.tate.org.uk">www.tate.org.uk</a> – Tate Galleries  <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> – Victoria &amp; Albert Museum  <a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a> – Natural History Museum  <a href="http://www.haywardgallery.org.uk">www.haywardgallery.org.uk</a> – Hayward Gallery</p>
<p><b>Extra-curricular clubs etc.</b></p>	<p>KS3 Craft Club  KS4 Coursework Clubs</p>
<p><b>Who can I contact?</b></p>	<p><a href="mailto:Mark.Smith@alecreedacademy.co.uk">Mark.Smith@alecreedacademy.co.uk</a>  <a href="mailto:Hayley.Taberner@alecreedacademy.co.uk">Hayley.Taberner@alecreedacademy.co.uk</a></p>

# Design Technology

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Textiles project</u> <ul style="list-style-type: none"> <li>• Materials &amp; their properties</li> <li>• Health &amp; Safety in the workshop</li> <li>• Sewing techniques</li> <li>• Sustainability and Environmental issues</li> </ul>	A Century of Design Penny Sparke  Design For The 20th Century Charlotte & Peter Fiell  The Design Of Everyday Things Donald A. Norman  Design Technology – GCSE Product Design AQA
Autumn 2 (Nov – Dec)	<u>Hold it project</u> <ul style="list-style-type: none"> <li>• Carpentry – simple techniques</li> <li>• Using wood for construction</li> <li>• Consumer requirements</li> <li>• Using plastics</li> </ul>	
Spring 1 (Jan – Feb)	<u>Night light project</u> <ul style="list-style-type: none"> <li>• Production Techniques</li> <li>• Joinery – an introduction</li> <li>• Lazer cutting technologies</li> </ul>	
Spring 2 (Feb – March)	<u>Night light project</u> <ul style="list-style-type: none"> <li>• Electrical systems</li> <li>• Finishing products to a high standard</li> <li>• Costing &amp; marketing</li> <li>• Isometric drawing</li> </ul>	
Summer 1 (April – May)	<u>Jointed box project</u> <ul style="list-style-type: none"> <li>• Manufacturing to client specifications</li> <li>• Working to high tolerances</li> <li>• Using laminating processes</li> </ul>	
Summer 2 (June – July)	<u>Dominoes project</u> <ul style="list-style-type: none"> <li>• Manufacturing to client specifications</li> <li>• Working to high tolerances</li> <li>• Using laminating processes</li> <li>• Batch production techniques</li> <li>• Using jigs</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Analysis of future tasks, evaluating project work, designing, sketching, researching.
<b>Assessment Tasks, Methods and Frequency</b>	Done on a project to project basis with a focus on quality of manufacture, communication skills, application of subject knowledge, use of key terminology, problem solving ability, team work & health and safety.
<b>Equipment that Pupils Need</b>	A sharp pencil!

<b>Parents / Carers can help their child by:</b>	• Supporting written task set for independent study.
<b>Useful websites</b>	Technologystudent.com
<b>Extra-curricular clubs etc.</b>	Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.
<b>Who can I contact?</b>	Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts) Daniel.flynn@alecreedacademy.co.uk

# Drama

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Introduction to Drama Techniques</u> <ul style="list-style-type: none"> <li>• Pupils explore a selection of different drama techniques</li> <li>• Pupils record the process in a portfolio</li> <li>• Pupils devise a piece of theatre as a performer</li> </ul>	<ul style="list-style-type: none"> <li>• The Edexcel GCSE Drama Book (although for GCSE this covers a lot of the key concepts that we teach and is an excellent resource).</li> </ul>
Autumn 2 (Nov – Dec)	<u>Live Performance Evaluation</u> <ul style="list-style-type: none"> <li>• Pupils evaluate and analyse a live theatre performance</li> <li>• Pupils take a written exam testing their ability to apply their knowledge and understanding to a specific element of the performance</li> </ul>	<ul style="list-style-type: none"> <li>• Extension work will be given in lessons and in homeworks, there are always challenge opportunities that students can choose or will be encouraged to do by their teacher.</li> </ul>
Spring 1 (Jan – Feb)	<u>Derek Bentley: Naturalistic Acting</u> <ul style="list-style-type: none"> <li>• Pupils explore the theme and the naturalism as a key acting style</li> <li>• Pupils devise and perform a range of scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the film ‘Let him have it’ which is based upon the life of Derek Bentley.</li> <li>• Watching a critiquing Variety Performance shows such as Britain’s Got Talent.</li> </ul>
Spring 2 (Feb – March)	<u>Bringing Texts to Life (Creating Dramatic Tension)</u> <ul style="list-style-type: none"> <li>• Pupils analyse how a specific scene could be taken from the page to the stage from the perspectives of directors and designers</li> <li>• Pupils take a written exam testing their ability to apply their knowledge and understanding to a specific element of the performance</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the weekly Theatre Reviews from any newspaper.</li> <li>• Students should experience as much live theatre as possible. The West End of London has a wealth of theatres and discounted tickets can be found in a variety of ways. Kids Week (throughout August) allows children under 16 to go free to West End shows.</li> </ul>
Summer 1 and 2 (April – July)	<u>London has fallen</u> <ul style="list-style-type: none"> <li>• Pupils will explore the theme and the naturalism as a key acting style</li> <li>• Pupils perform a range of scripted scenes as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Our closest local theatres are: Lyric, Hammersmith, The Beck Theatre in Hayes, Questors Theatre, Harrow Arts Centre (HAC). Many of these venues also run workshops and classes during school holidays, after school and on weekends.</li> </ul>
		<ul style="list-style-type: none"> <li>• Our closest local theatres are: Lyric, Hammersmith, The Beck Theatre in Hayes, Questors Theatre, Harrow Arts Centre (HAC). Many of these venues also run workshops and classes during school holidays, after school and on weekends.</li> </ul>

<b>Examples of Home Learning Tasks</b>	Homework is set regularly every fortnight. Homework should take a minimum of 30 minutes. Homework tasks are included in student work books, they will be a variety of learning activities including performance analysis, creating ideas, assessing structure and reviewing and making improvements. .
<b>Assessment Tasks, Methods and Frequency</b>	Formal assessments take place at the end of each scheme of learning (at the end of each half term)  There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.  Assessment takes place in three forms: performing, devising and written response. Students will perform as part of a group and they will complete written tasks independently.
<b>Equipment that Pupils Need</b>	Fully equipped pencil case. Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen. Homework Progress Booklets in a plastic wallet – to ensure that the booklet is kept in a good condition it would be useful for the pupil to have hardback folder or document wallet.
<b>Parents / Carers can help their child by:</b>	Watch plays on television or at live venues as a family. Encouraging children to take part in school drama club and the school Musical.  Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.  Encouraging children to join a Drama or Performing Arts group outside of school such as Stage Coach or Jigsaw or a local amateur dramatics group. Some of the local venues (listed in the extension activities box) also offer free or low cost classes and workshops for young people. Please contact them directly for details.
<b>Useful websites</b>	<a href="http://www.bbc.co.uk/education/subjects/zbckjxs">http://www.bbc.co.uk/education/subjects/zbckjxs</a>
<b>Extra-curricular clubs etc.</b>	All students are offered the opportunity to take part in the weekly Drama club. There are open auditions for the school musical in December and students can audition to take leading or minor roles. There are opportunities for trips throughout the year. Where available we will also invite professional practitioners into the Academy to run workshops and classes.
<b>Who can I contact?</b>	Mrs C. Lashmore-Bennett – Head of Performing Arts

# English

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Prose: Animal Farm</li> <li>• English Literature in the style of 8702/1/B</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of stock across the reading ability range is available in the school library.</li> <li>• KS3 Bitesize is available online covering a range of skills and content.</li> <li>• CGP Spelling, Punctuation and Grammar guides are available to purchase online.</li> <li>• Various York Notes and CGP guides are available for most Shakespeare plays and classics.</li> <li>• Shmoop online provides a detailed guides on most literature texts</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Poetry: Perspectives on War</li> <li>• English Literature in the style of 8702/2/B</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Shakespeare: Much Ado about Nothing</li> <li>• English Literature in the style of 8702/1/A</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Shakespeare: Much Ado about Nothing</li> <li>• English Literature in the style of 8702/1/A</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Drama: Willy Russell Blood Brothers</li> <li>• English Literature in the style of 8702/2/A</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Modern Rhetoric: Presenting a Viewpoint</li> <li>• English Language in the style of 8700/2/B</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<p>Homework can fulfil various purposes, including preparing a knowledge base or foundation for subsequent learning; consolidating previous learning and filling long-term knowledge buckets (such as developing vocabulary or wider reading).</p> <p>Homework is designed to consolidate knowledge thus works as a revision tool for pupils. The English Department will issue each pupil with a homework schedule that contains all the homework tasks for each unit of work. This will be handed to students at the beginning of the unit of work so parents and pupils can see in advance what tasks and areas of the text will need to be covered.</p> <p>Pupils should also aim to read for at least 20 minutes each day. Reading of one good-quality newspaper article (an online version will do) is highly recommended.</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Pupils are assessed half termly. These will be in the form of a formal assessment carried out in formal test conditions and focusing on clearly defined assessment objectives. Each assessment will be closely linked to the topic or discipline studied that half term and post-assessment work by both teachers and pupils will focus on understanding how to move learning forward.</p>
<b>Equipment that Pupils Need</b>	<p>Basic Stationery A Book relevant to their reading ability Planners</p>

<b>Parents / Carers can help their child by:</b>	<p>Ensuring that homework is completed on a weekly basis.</p> <p>Ensure that your child is reading a book every night for a minimum of 20 minutes.</p> <p>Regularly provide spelling tests for your child so that they begin to reduce the gap between the vocabulary they have and what they need for their KS4 exams.</p>
<b>Useful websites</b>	<p>KS3 Bitesize</p> <p>Shmoop</p>
<b>Extra-curricular clubs etc.</b>	<p>Clubs related to Accelerated Reader (Book Clubs)</p> <p>MABLE Project</p> <p>Debate Mate</p>
<b>Who can I contact?</b>	<p>Ms S Kazi (Curriculum Leader of English)</p>

# French

	Curriculum Content	BV/SMSC/WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> <li>1. Compare France and Britain</li> <li>2. Describe a country</li> <li>3. French people</li> <li>4. Transport and new technology</li> <li>5. Discuss Francophone cartoon characters</li> <li>6. Types of television programmes</li> </ol>	SMSC/BV	<p>Language Learning websites to practise vocabulary. See below.</p> <p>Language Learning websites to practise vocabulary. See below.</p>
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> <li>1. Musical genres and opinions of music</li> <li>2. Film genres and review a film</li> <li>3. Reading preferences</li> <li>4. The language of advertising</li> <li>5. Old and new technology</li> <li>6. Using technology for leisure activities</li> </ol>	SMSC	<p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.zut.org.uk">www.zut.org.uk</a></p>
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> <li>1. Potential dangers of social networking</li> <li>2. Pros and cons of new technologies</li> <li>3. Relationships with parents</li> <li>4. Pocket money &amp; what you do to help at home</li> <li>5. The pressures faced by teenagers and understand advice</li> <li>6. What life used to be like for teenagers</li> </ol>		<p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.education.vic.gov.au/languagesonline/french/french.htm">www.education.vic.gov.au/languagesonline/french/french.htm</a></p>
Spring 2 (Feb – March)	<ol style="list-style-type: none"> <li>1. Healthy eating</li> <li>2. Healthy living</li> <li>3. How diet affects health</li> <li>4. Resolutions to be healthier</li> <li>5. How to organise a party</li> <li>6. Suggest activities and make excuses</li> </ol>	BV SMSC cultural diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> <li>1. Festival and special events</li> <li>2. Traditions and festivals</li> <li>3. Means of transport</li> <li>4. Buy tickets and talk about travel plans</li> <li>5. Plan a holiday</li> <li>6. Describe a past holiday</li> </ol>		
Summer 2 (June – July)	<ol style="list-style-type: none"> <li>1. Types of home</li> <li>2. Rooms in a house</li> <li>3. Items in a room</li> <li>4. The type of home you would like to have</li> <li>5. Your ideal home</li> </ol>	BV social diversity  SMSC	

<b>Examples of Home Learning Tasks</b>	<p>Vocabulary learning</p> <p>Writing short paragraphs using different sentence structures and vocabulary.</p> <p>Comprehension exercises</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.</p>
<b>Equipment that Pupils Need</b>	<p>Access to a computer at home would be beneficial to be able to access online translators and support websites.</p>

<b>Parents / Carers can help their child by:</b>	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
<b>Useful websites</b>	Quizlet. Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site. Duolingo – vocabulary learning website. Online translators – to be used with thought and care!
<b>Extra-curricular clubs etc</b>	Trip to France in March. Workshops organised at different times throughout the year. Cine club after school in the Summer term.
<b>Who can I contact?</b>	Class teacher – ask the student who their teacher is. Leia Maras - leia.maras@alecreedacademy.co.uk

# Geography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Rivers and Coasts</li> </ul>	Textbooks; Geog.1, Geog.2 and Geog.3
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>International Development</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Tectonic Hazards</li> <li>Field Trip – Natural History Museum</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Earning a Living</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Population and Urbanisation</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Asia</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Homework set weekly and will be recorded on Class Charts and in student planners. They will be set a range of activities to complete such as research projects, essays and presentation tasks.
<b>Assessment Tasks, Methods and Frequency</b>	Each topic will have an assessment. The type of assessment will vary depending on the topic and core skill range.
<b>Equipment that Pupils Need</b>	Full pencil case (including protractor and calculator)

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Fully equipping students and checking their pencil case</li> <li>Asking students to teach parents what they've learnt in/out of class</li> <li>Check students have completed homework</li> <li>Get students to regularly read/watch the news</li> <li>Support students in being resilient and lifelong learners</li> </ul>
<b>Useful websites</b>	BBC Bitesize Geography <a href="http://www.bbc.co.uk/bitesize/ks3/geography/">http://www.bbc.co.uk/bitesize/ks3/geography/</a> Geography All The Way <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a> GeographyPods <a href="http://www.geographypods.com/">http://www.geographypods.com/</a> Get Revising <a href="http://getrevising.co.uk/">http://getrevising.co.uk/</a> ARA Geography Blog <a href="http://www.geog.live">www.geog.live</a>
<b>Extra-curricular clubs etc.</b>	Currently only for KS4

<b>Who can I contact?</b>	Teacher of Geography – Mr Whitehouse, Ms Reid, Ms Ahitan
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# History

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• The Empire (5 weeks)</li> </ul>	<p>Key Stage 3 History by Aaron Wilkes: Industry, Invention and Empire: Britain 1745-1901 Third Edition Student Book (Ks3 History 3rd Edition)</p> <p>Key Stage 3 History by Aaron Wilkes: Technology, War and Independence 1901-Present Day Third Edition Student Book (Ks3 History)</p> <p>Visit the Imperial War Museum and the Museum of London</p> <p>All students should keep 2 copies of their Knowledge Organisers for every unit!</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• African Kingdoms (3 weeks)</li> <li>• The Slave Trade (4 weeks)</li> </ul>	
Spring 1 (Jan – Feb)	<p><u>World War One</u></p> <ul style="list-style-type: none"> <li>• Causes World War I (5 weeks)</li> <li>• World War II (2 weeks)</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• The Holocaust (5 weeks)</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Getting the vote (6 weeks)</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• The Middle East (6 weeks)</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Create your own timeline of important events from 1066 to modern day. Learn these key words: Abolitionists, Alliance, Assassinate, Causes, Civilised, Discrimination, Conservative, Disease, Emancipation, Holocaust, Immigration, Labour, Military, Nationalist, Persecute, Plantation, Propaganda, Revolution, Suffragette.
<b>Assessment Tasks, Methods and Frequency</b>	Every half term consists of 1 formal assessment and 1 informal assessment. Homework is set every week. Types of questions pupils will be asked include: ‘Describe 2 features the Triangle Trade.’ ‘Explain why women were successful in winning the vote.’ ‘Do you agree that America was right to drop the Atomic bomb on Hiroshima?’ ‘How useful is this source in telling us about the conditions of WW1 trench?’
<b>Equipment that Pupils Need</b>	Essential: A Pen, pencil, rubber and ruler. Suggested: A dictionary, a glue stick and personal History textbook for private study.

<b>Parents / Carers can help their child by:</b>	Checking the student planner to see what homework has been set. Checking understanding of key words with student.
<b>Useful websites</b>	<a href="http://www.bbc.co.uk/education/subjects/history/ks3">http://www.bbc.co.uk/education/subjects/history/ks3</a> – This website can be used to get an overview of topics taught in KS3 History. <a href="https://schoolhistory.co.uk/resources/">https://schoolhistory.co.uk/resources/</a> - This website can be used to download extra resources for topics being studied in History to deepen and develop an understanding of the content. <a href="http://bombsight.org">http://bombsight.org</a> – This interactive map shows where bombs were dropped in London in WW2.
<b>Extra-curricular clubs etc.</b>	Visit to the Museum of London – Slavery Study Day Lunchtime HW club
<b>Who can I contact?</b>	Ms. Dee, Ms Odusote

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Unit 1- To Design and Develop 2D Maze Game – (using GAMEDMAKER)</li> <li>• Unit 2 - (E-Safety – Create a Screensaver)</li> </ul>	<p>This will vary depending on each unit. Students will be given adequate guidance by their Teacher. However, any additional reading especially on IT related subjects will help to develop student’s literacy and ability to access the curriculum.</p> <p>We also recommended that the students’ should use the resources on the Student Shared Area of the school’s intranet system.</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Unit 3 - (Creating Bitmap Graphics – Game Cover)</li> <li>• Unit 4 - (Developing a Microsite – Endangered Animals)</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Unit 5 - (Fundamentals of Computer Systems)</li> <li>• End of Unit Test</li> <li>• Unit 6- (Creating Animations using Flash – Space Movie Project)</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Unit 7 - (Spreadsheet – Using Excel)</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Unit 7 - (Spreadsheet – Using Excel) – Cont.</li> <li>• Unit 8 - (Fundamentals of Data Representation)</li> <li>• End of Unit Test</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Unit 9 - Introduction to Problem Solving: (Algorithm Design)</li> <li>• Unit 10 - (To design, write and debug programs that accomplish specific goals (using PYTHON)</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Homework booklet, Activity Sheets and Research Projects
<b>Assessment Tasks, Methods and Frequency</b>	Students will be formally assessed each half term across the year group. They will also complete end of unit tests in some cases and evaluation at the end of each unit.
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>• Pen, Pencil &amp; Eraser</li> <li>• Teacher or a member of staff will provide student with other needed equipment</li> </ul>

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Reading regularly at home</li> <li>• Assisting with the checking of homework to improve understanding of concepts and technical accuracy</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.howstuffworks.com/">http://www.howstuffworks.com/</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zvc9q6f">http://www.bbc.co.uk/education/subjects/zvc9q6f</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zq6hvcw">http://www.bbc.co.uk/education/topics/zq6hvcw</a></li> <li>• <a href="http://www.bbc.co.uk/education/topics/zd2xsbk">http://www.bbc.co.uk/education/topics/zd2xsbk</a></li> <li>• <a href="http://www.teach-ict.com/">http://www.teach-ict.com/</a></li> </ul>
<b>Extra-curricular clubs etc.</b>	<ul style="list-style-type: none"> <li>• Cyber Centurion (KS3-5)</li> <li>• Programming Club (KS3)</li> <li>• Little Big Award (KS3-4)</li> </ul>

<b>Who can I contact?</b>	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Ms Frazer
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# Maths

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Properties of Number (2)</li> <li>• Ratio and Proportion (2)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://vle.mathswatch.co.uk/vle">https://vle.mathswatch.co.uk/vle</a></li> <li>• <a href="https://corbettmaths.com">https://corbettmaths.com</a></li> <li>• <a href="http://www.mrbartonmaths.com">http://www.mrbartonmaths.com</a></li> <li>• <a href="https://www.mathsgenie.co.uk">https://www.mathsgenie.co.uk</a></li> <li>• <a href="http://nrich.maths.org">http://nrich.maths.org</a></li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Perimeter, Area and Volume (2)</li> <li>• Expressions, Functions and Formulae (2)</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Equations, Inequalities and Rearranging Formula (2)</li> <li>• Averages and Range</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Averages and Range</li> <li>• Measures and Compound Measures</li> <li>• Sequences</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Transformations, Congruence and Similarity</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Transformations, Congruence and Similarity</li> <li>• Indices, Standard Form and Surds</li> <li>• Pythagoras and Trigonometry</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Complete any pending work given in class, such as:</li> <li>• Homework (Usually set on MathsWatch)</li> <li>• Revisit class notes and end of unit assessments</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	<ul style="list-style-type: none"> <li>• End of each unit: In-class assessment</li> </ul>
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>• Black/ blue pen, green pen, pencil, eraser, ruler, glue stick, scientific calculator and a maths set</li> </ul>

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring they are completing tasks set and handing in homework on time</li> <li>• Encouraging them to visit suggested websites and complete activities that will enhance their knowledge</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="https://vle.mathswatch.co.uk/vle">https://vle.mathswatch.co.uk/vle</a></li> <li>• <a href="https://corbettmaths.com">https://corbettmaths.com</a></li> <li>• <a href="http://www.mrbartonmaths.com">http://www.mrbartonmaths.com</a></li> <li>• <a href="https://www.mathsgenie.co.uk">https://www.mathsgenie.co.uk</a></li> <li>• <a href="http://nrich.maths.org">http://nrich.maths.org</a></li> </ul>
<b>Extra-curricular clubs etc.</b>	<ul style="list-style-type: none"> <li>• After school enrichment classes</li> </ul>
<b>Who can I contact?</b>	<ul style="list-style-type: none"> <li>• Class teacher – ask the student who their teacher is.</li> <li>• Curriculum leader – Mr Booth</li> </ul>

# Music

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Keyboard &amp; Theory</u> <ul style="list-style-type: none"> <li>• Understanding how to read music</li> <li>• Playing scales on the piano</li> <li>• Performing solo pieces on the piano</li> <li>• Performing Popular Music</li> <li>• Listening analysis</li> </ul>	<ul style="list-style-type: none"> <li>• “The AB guide to Music theory”</li> <li>• Extension work will be given in lessons, there are always challenge opportunities that students can choose to do, or will be encouraged to do by their teacher.</li> <li>• Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music.</li> <li>• Students should experience going to live concerts and performances. Tickets are very reasonable in price and many concerts are aimed at young people See the concert/performance guide for the venues below:               <ul style="list-style-type: none"> <li>• The Royal Albert Hall</li> <li>• Bush Hall</li> <li>• The Royal Festival Hall</li> <li>• The Barbican</li> </ul> </li> </ul>
Autumn 2 (Nov – Dec)	<u>Becoming a Band</u> <ul style="list-style-type: none"> <li>• Understanding how to read music</li> <li>• Learning how to form and play chords</li> <li>• Learning a band instrument</li> <li>• Performing as part of a band</li> <li>• Listening analysis</li> </ul>	
Spring 1 (Jan – Feb)  AND Spring 2 (Feb – March)	<u>Music technology</u> <ul style="list-style-type: none"> <li>• Learning to use Ableton Music software</li> <li>• Learning to use Push pads</li> <li>• Performing music using push pads</li> <li>• Composing music using push pads</li> <li>• Live performance of Music technology</li> <li>• Listening analysis</li> </ul>	
Summer 1 (April – May)	<u>Reggae and band work</u> <ul style="list-style-type: none"> <li>• Understanding the key features of Reggae music</li> <li>• Learning the historical context of Reggae</li> <li>• Performing selected pieces on band instruments as part of an ensemble</li> <li>• Singing</li> <li>• Listening analysis</li> </ul>	
Summer 2 (June – July)	<u>Film Music</u> <ul style="list-style-type: none"> <li>• Learning how to create non diegetic and diegetic sound</li> <li>• Composing a piece of music for a given short film</li> <li>• Create sound effects for action on screen</li> <li>• Listening analysis</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<p>Homework is set regularly every fortnight. Homework should take a minimum of 30 minutes.</p> <p>Homework tasks are included in student work books, they will be a variety of learning activities including listening tasks, Musical theory, such as learning the notes on the staff, and reviewing their own work in order to make improvements.</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Formal assessments take place at the end of each scheme of learning (at the end of each half term)</p> <p>There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.</p> <p>Assessment takes place in three forms in all schemes of learning. Students will perform individually or as part of a group, they will take a listening test and will also be assessed on their knowledge of key words.</p>
<b>Equipment that Pupils Need</b>	<p>Fully equipped pencil case.</p> <p>Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.</p>
<b>Parents / Carers can help their child by:</b>	<p>Listening to music together as a family</p> <p>Encouraging children to learn an instrument or take part in school groups.</p> <p>Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.</p>
<b>Useful websites</b>	<p><a href="https://araperformingartsdepartment.wordpress.com/">https://araperformingartsdepartment.wordpress.com/</a></p> <p><a href="http://www.misswardmusic.com">www.misswardmusic.com</a></p>
<b>Extra-curricular clubs etc.</b>	<p>All students are offered the opportunity to learn an instrument as part of the extra-curricular programme. Please contact the Performing Arts team for more information.</p> <p>Monday – Violin group</p> <p>Tuesday – Boys choir &amp; Young producers club</p> <p>Wednesday – Rock School</p> <p>Thursday – Voxbox</p> <p>Friday – Advanced singers</p>
<b>Who can I contact?</b>	<p>Mrs C. Lashmore-Bennett – Head of Performing Arts</p>

The Physical Education Department aims to maintain and stimulate pupils' interest and enjoyment in PE whilst promoting health, fitness, a lifelong involvement, and love for sport. The pupils are initially taught in their form groups and receive a broad and balanced range of traditional activities including handball, football, fitness, basketball, table tennis, badminton, trampolining, softball, netball, and rounders.

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Baseline Testing:</u> Fitness and Game play is assessed in line with the Academy's ATL grades. Tests include the 'bleep' test, Cooper Run, Illinois Agility Standing Stalk, Ball and Wall.	Extra-Curricular Clubs are run almost every lunch time and after school including an extensive fixture list for those students who wish to represent the Academy in a range of sporting endeavours.  These include: <ul style="list-style-type: none"> <li>• Dodge ball</li> <li>• Climbing</li> <li>• Trampolining</li> <li>• Fitness Suite</li> <li>• Dance</li> <li>• Indoor Athletics</li> <li>• Basketball</li> </ul>
Autumn 2 (Nov – Dec)	<u>Phase 1 of 12 Week Player and Skill Development:</u> Each class is mixed ability, single sex and will complete a 12 week block of competitive and intense sport/training specifically engineered with the outcome of competing against rival classes throughout the year. <ul style="list-style-type: none"> <li>• Boys: Rugby, Badminton and Gymnastics</li> <li>• Girls: Netball, Badminton and Gymnastics</li> </ul>	
Spring 1 & 2 (Jan – April)	<u>Phase 2</u> <ul style="list-style-type: none"> <li>• Boys: Football, Table Tennis and Fitness</li> <li>• Girls: Netball, Fitness and Table Tennis</li> </ul>	
Summer 1 & 2 (April – May)	<u>Phase 3</u> <ul style="list-style-type: none"> <li>• Boys: Athletics, Cricket and Tennis</li> <li>• Girls : Athletics, Rounders and Tennis</li> </ul>	

## Shared Focus

Our curriculum is a broad and balanced, Enhancing our students' abilities to be imaginative, creative and motivated. Our shared belief is that through high quality teaching practices we can inspire and facilitate creativity, confidence and a desire to become a much more efficient player, coach, referee or score keeper for example, and not being labelled as a 'top set' or more importantly a 'bottom set' student, can evoke a passion and a new love built on commitment, understanding and rapid and sustained individual and team success.

## Alternative Provision

The PE staff often like to introduce and adapt new sports and approaches to PE pedagogy, and therefore often use the freedom of our core curriculum to challenge our students' beliefs and misconceptions about PE through a range of topics including Free Running/Parkor, capture the flag, short tennis, golf, climbing, curling and boules.

<b>Examples of Home Learning Tasks</b>	Homework booklet specific to each sport highlighting key aspects or technique, rules and regulations and effects on the body
<b>Assessment Tasks, Methods and Frequency</b>	Each Sport is assessed at the end of each unit and the players/performers are assessed in line with the 'Learning without Levels' criteria, which is a simple set of descriptive actions that dictate if the student is developing, securing or exceeding ability in that sport.
<b>Equipment that Pupils Need</b>	ARA PE kit (or something very similar), trainers , football boots, gum shield, shin guards, wet weather rain coat
<b>Parents / Carers can help their child by:</b>	Providing the necessary kit ( or something very similar) Supporting the teachers support their child's potential Provide opportunities for the students to improve their skills or enjoyment out of school hours
<b>Useful websites</b>	BBC bitesize, topsport.com, teachpe.com, peresourcesbank.co.uk
<b>Extra-curricular clubs etc.</b>	There is an extensive clubs time table every week during lunch time and after school. Activities include football, rugby, fitness, table tennis, dance , netball, basketball
<b>Who can I contact?</b>	Curriculum Leader for PE – Mr Andrew Thomas

# PSCHE

	Curriculum Content	
Autumn	<ul style="list-style-type: none"><li>• Young people and the law</li></ul>	PSHCE - Personal, Social, Health and Cultural Education  Our PSHCE curriculum is taught as a discrete lesson for one hour a week to Years 7-9 in their form groups. The curriculum does not have any
Spring	<ul style="list-style-type: none"><li>• Staying healthy</li><li>• Financial education</li><li>• Online safety</li></ul>	
Summer	<ul style="list-style-type: none"><li>• Relationships</li></ul>	

<b>Parents / Carers can help their child by:</b>	Checking their exercise books, encouraging students to watch the news and take an interest in current affairs.
<b>Useful websites</b>	<p><a href="http://www.justice.gov.uk">www.justice.gov.uk</a></p> <p><a href="https://www.gov.uk/government/topics/law-and-the-justice-system">https://www.gov.uk/government/topics/law-and-the-justice-system</a> Government site outlining policies on the legal system and up-to-date news</p> <p><a href="http://www.justice.gov.uk/publications/inspectorate-reports/hmi-prisons">http://www.justice.gov.uk/publications/inspectorate-reports/hmi-prisons</a> Inspections reports on prisons from the Ministry for Justice</p> <p><a href="http://www.magistrates-association.org.uk">www.magistrates-association.org.uk</a> Activities and information on the work of magistrates' courts ('info for young people' page)</p> <p><a href="https://www.justice.gov.uk/about/yjb">https://www.justice.gov.uk/about/yjb</a> Up-to-date information about youth justice</p> <p>Stay safe online <a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a></p> <p><a href="http://www.enquire.org.uk/yp/safe.php">http://www.enquire.org.uk/yp/safe.php</a></p> <p><a href="http://www.kidsmart.org.uk/beingsmart/">http://www.kidsmart.org.uk/beingsmart/</a></p>

<b>Who can I contact?</b>	Mrs Windsor
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# Religious Studies

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Religion and Planet Earth (Creation stories)</u> 1. Was the world created? 2. Awe and wonder 3. What are the origins of life? 4. Why care for planet Earth? 5. Stewardship 6. Planet Earth Assessment 7. Global warming 8. Acid rain 9. Revision/exam skills	<ul style="list-style-type: none"> <li>• This is RE 2! (Cath Large)</li> <li>• This is RE 3!</li> <li>• The Good New Bible (any edition)</li> <li>• Religion and Life (Nelson Thornes)</li> <li>• Revision material provided for formalised tests</li> <li>• The Martin Luther King Story</li> </ul> <p>Extension tasks: Research into different reasons and locations of pilgrimages</p>
Autumn 2 (Nov – Dec)	<u>Religion and Prejudice (Inspired Leadership)</u> 1. Martin Luther King 2. Anti-semitism 3. Ghettos 4. The Final Solution 5. Corrie Ten Boom 6. Homophobia	<p>Near Death Experiences – what are Atwater’s 9 categories and examples of each</p> <p>What is the scientific evidence for the afterlife? (Moody)</p>
Spring 1 (Jan – Feb)	<u>Pilgrimage (History of belief in the UK)</u> 1. Introduction to pilgrimages 2. Jewish pilgrimage 3. Hindu pilgrimage 4. Lourdes 5. Lourdes 2 6. Did a miracle occur at Lourdes? (assessment) 7. Hajj	
Spring 2 (Feb – March)	<u>Life After Death (Beliefs regarding death)</u> 1. Day of the dead 2. What happens when we die? 3. Near Death Experiences 4. Religious beliefs on life after death 5. Reincarnation 6. Life after death report	
Summer 1 (April – May)	<u>Religion and Music (Spirituality in sounds and music)</u> 1. How do sounds make people feel? 2. How do religions use special instruments or sounds to call believers to worship? 3. What is sacred music? 4. What is the message of the song Where Is The Love? 5. How do religious believers use music to express their deepest feelings and spiritual yearnings? 6. Assessment	
Summer 2 (June – July)	<u>Humanism The Problem of Evil/Humanism (Why do we suffer? Humanism)</u> 1. Humanism and Death 2. Fact or belief 3. Ethical Questions 4. Arguments against God 5. What is humanism recap 6. Views on God 7. Assessment	

<b>Examples of Home Learning Tasks</b>	<p>1) Christian views on Creation worksheet (what is the difference between liberal and fundamental Christians?)</p> <p>2) Using revision materials, create revision notes and mind maps for your assessment</p> <p>3) Research examples of modern day miracles</p> <p>4) Write a letter about a family's experience of Hajj</p>
<b>Assessment Tasks, Methods and Frequency</b>	Assessments are completed in class every half term. A written, formal exam will be completed at the end of the year. The students will be provided with revision material at least 2 weeks in advance for any formalised tests.
<b>Equipment that Pupils Need</b>	<p>Blue/black pen</p> <p>Ruler</p> <p>Planner</p>

<b>Parents / Carers can help their child by:</b>	Parents/carers can help students by making sure they are organised and complete the homework/revision work they are set. Homework is set every other week. The teacher will check that all students have their homework tasks in their planner and it is recorded on Classcharts. Revision material and tasks will be set before assessments.
<b>Useful websites</b>	<p><a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a></p> <p><a href="http://www.bbc.co.uk/schools/religion/">http://www.bbc.co.uk/schools/religion/</a></p>
<b>Extra-curricular clubs etc.</b>	Debate Mate
<b>Who can I contact?</b>	<p>Ms. Dee: <a href="mailto:megan.dee@alecreedacademy.co.uk">megan.dee@alecreedacademy.co.uk</a></p> <p>Ms. Lipman: <a href="mailto:eva.lipman@alecreedacademy.co.uk">eva.lipman@alecreedacademy.co.uk</a></p>

# Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Health and Lifestyle</li> <li>• Electricity and Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Using BBC Bitesize as an alternative source of content</li> <li>• Reading Science sections of online newspapers</li> <li>• Using the Kerboodle interface with which each pupil has a unique login with.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• The Periodic Table</li> <li>• Ecosystem Processes</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Separation Techniques</li> <li>• Adaptation and Inheritance</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Motion and Pressure</li> <li>• Scientific Literacy</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Metals and Acids</li> <li>• Scientific Literacy</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• The Earth</li> <li>• Climate Project</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Pupils can access extension tasks via the online Kerboodle interface the department uses. This is in addition to homework which can be set via Kerboodle. Students are encouraged to purchase revision guides which the department sells.
<b>Assessment Tasks, Methods and Frequency</b>	At the end of every unit pupils will set an in-class assessment. These are standardised and incorporate practical assessment objectives. There will also be end of year assessments which will cover multiple units.
<b>Equipment that Pupils Need</b>	Pens, pencils, rulers, rubbers and scientific calculators.

<b>Parents / Carers can help their child by:</b>	Access Kerboodle with their children and help them use the revision guide to consolidate what they learn in lessons.
<b>Who can I contact?</b>	Curriculum Leader - Mrs Charles Student Class Teacher

# Spanish

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> <li>Talking about activities and personal interests</li> <li>Describing friends and their nationalities</li> <li>Understanding nationalities</li> <li>Grammar: connectives, adjectives, comparisons, the present tense of regular and main irregular verbs</li> </ol>	SMSC/BV	Language Learning websites to practise vocabulary. See below.  Books: “Ni hoy ni mañana” by Luisa Juanez (ISBN: 978-1980264545) – from Amazon UK.  “Muerte en Buenos Aires by Paco Ardit (ISBN: 978-1519075420) – from Amazon UK.
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> <li>Talking about plans around town</li> <li>Inviting someone to go out</li> <li>Making excuses</li> <li>Grammar: sequencing words, the present and the near future tense.</li> </ol>	SMSC	
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> <li>Talking about places and arranging travel</li> <li>Talking about last holiday’s activities</li> <li>Expressing opinions about past events</li> <li>Grammar: the simple past tense of main regular verbs and the irregular verbs “ir” and “ser”</li> </ol>		
Spring 2 (Feb – March)	<ol style="list-style-type: none"> <li>Talking about food, meals, and mealtimes</li> <li>Making lists to shop for food</li> <li>Eating out</li> <li>Grammar: differences between formal and informal speech. The present, past and future tenses.</li> </ol>	BV SMSC cultural diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> <li>Talking about clothes and school uniform</li> <li>Choosing items of clothing</li> <li>Describing party clothes and preferences</li> <li>Grammar: negatives, adjectives agreement. Consolidation of the present, past and near future tenses. Incorporation of the conditional.</li> </ol>		
Summer 2 (June – July)	<ol style="list-style-type: none"> <li>Talking about daily routine</li> <li>Grammar: reflexive verbs</li> <li>Revising content for end of year exam</li> </ol>	BV social diversity	
		SMSC	

<b>Examples of Home Learning Tasks</b>	Vocabulary learning Writing short paragraphs using different sentence structures and vocabulary. Comprehension exercises
<b>Assessment Tasks, Methods and Frequency</b>	Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.
<b>Equipment that Pupils Need</b>	Access to a computer at home would be beneficial to be able to access online translators and support websites.

<b>Parents / Carers can help their child by:</b>	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
<b>Useful websites</b>	Memrise. Pupils are assigned to a homework group at <a href="https://www.memrise.com/group/172870/">https://www.memrise.com/group/172870/</a> Pupils should be able to use their personal emails to log in to learn on this useful interactive site. Duolingo – vocabulary learning website. Online translators – to be used with thought and care!
<b>Who can I contact?</b>	Leia Maras - <a href="mailto:leia.maras@alecreedacademy.co.uk">leia.maras@alecreedacademy.co.uk</a>



**ALEC REED ACADEMY**

PROUD TO LEARN

# Year 8 Curriculum Booklet

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