

24th February 2023

Dear Parents/Carers

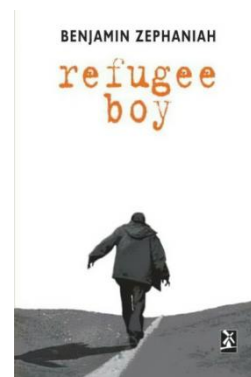
RE: Year 8 Curriculum – T4

Thank you for the continued support for your child’s education here at Oak Academy. Evidence supports the positive impact that parental/guardian engagement can have on student attainment, on average 4 months’ additional progress over the course of a year¹. Here at Oak Academy, we would like to share your child’s learning journey with you through a termly update on their curriculum and the books they are reading. This will help support conversations at home around school and ensure preparation for, and attendance to, key assessment points.

This terms ‘spotlight’ feature is on Spanish, and the transferrable skills and career opportunities available to language students.

Currently reading in tutor time:

Refugee Boy by Benjamin Zephaniah



Curriculum overview for Year 8

Subject	T4 Bigger picture	Assessment	Date
3D Forms	This project will see students explore the very different architectural styles that have been popular during different periods in different geographical locations. From Tudor mullioned windows and black beams, to Islamic minarets, to Romanesque arches to the splendours of Art Deco opulence. Students will create a	Final piece	End of rotation

¹ [Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

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	3D city scape that includes each of the movements in accurate scale and proportion.		
Art	Part 2 of our exploration of Pop Art moves our investigation to the realms of Roy Lichtenstein, and his comic book paintings. Examining onomatopoeia, with the 1960s Batman tv series as a starting point, students will create a self-portrait that reflects the artist's own style with their own choice of language.	Observational study of a Coke bottle in 2B/4B pencil.	
Computing	Students will return to a second rotation of Computing during which they will engage in three topics across the term. In 'Representations: from clay to silicon' students will learn something of the historical development of information encoding and representation before progressing to learn how computer systems use binary to encode, manipulate and represent data and information. In 'Mobile app development' students will learn how to plan and programme an application using a block-based programming language. In 'Introduction to Python programming' students will embark upon learning to design and create computer programmes using the most widely used professional programming language in the world today.	End of Rotation Test	Final week of T4
Dance	This term students will be creating a contemporary dance piece based on anti-bullying and the importance of being kind. This is to work in conjunction with our kindness campaign that we are promoting throughout the school at present. Through this unit of work, students will tell a story through their movement to send a powerful message to say 'no' and to stand up to bullying. They will be educated on the importance of kindness and empathy towards one another and explore these themes over the next few weeks. Students will draw upon choreographic devices they learnt previously in their last unit of work to develop their dance pieces.	Formative assessment/ End of term assessment	Weekly/ End of term practical assessment

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Drama	Students will be looking at the story of Derek Bentley and Christopher Craig. Derek was the last man in the UK to be hanged as capital punishment. The students will learn more about the people involved and the story. they will show their understanding through role-play and use of movement, mime and gesture.	weekly on MWB questioning and verbal evaluations. End of term practical assessment	weekly
English	Literary Heritage: The Tempest. We will be exploring how Shakespeare uses characterisation within his play to create his ominous Island to set this powerful play. We explore the nuances of Shakespearean society and the conventions of a Shakespearean comedy. Writing Mastery and Reading for Pleasure (using either Lexia or Reading Plus) will continue.	We use a combination of fortnightly quizzes and longer pieces of writing to assess progress. One end of unit essay will be completed before Easter.	Ongoing
Geography	Students will understand that our towns and cities have grown over time and that their growth has followed certain general rules. Bournemouth demonstrates this and follows a number of rules but also has significant variance due to its own specific geographical and historical circumstance. Students will also be able to conduct a small scale geographical investigation in their local area and present their findings.	Mid Term End of term	Mid term and End of term
History	EQ1: 'Elizabethan England was a Golden Age for all.' Do you agree? EQ2: What causes a revolution? A study of the English Civil War, the Glorious Revolution, Haitian, French and American Revolutions	EQ1: extended written response to enquiry question, focus on historical interpretations. EQ2: Thematic response to enquiry question, considering causation over time.	w/c w/c
Maths	Year 8 Maths will be busy in T4. Students will be completing Unit 6. Decimals and ratios and then will move on to Unit 7. Lines and Angles, followed by Unit 8. Calculating with Fractions.	Mid Unit Check Points End of Unit Assessments Assessment Point 2	Ongoing
Music	Keyboards: Learn the notes on the keyboard, the scale of C major. Learn how to improvise a melody and read	Performance assessment	

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	notation to play music that is written down. Work out how to play a piece using the notation. Compose a chord progression and melody in a pair.		
PE	Students will be finishing their Unit 3 Big Question - How can PE support our emotional development and will then begin work on Unit 4 - How can PE improve our interpersonal skills	Teacher observation, Q&A in lessons and Home Learning responses	ongoing
Science	Students will be learning about evolution, how organisms change over time to be better adapted to their environment. The amazing adaptations we see in nature are inherited through genes and students will also be studying genetics and DNA. In addition, students will be learning about waves. This includes sound waves and waves of the electromagnetic spectrum from gamma rays to radio waves and their uses.	Extended writing tasks	M1d term and End of term

Home learning timetable – [T4-Home-Learning-Year-8.pdf \(oak-academy.co.uk\)](https://www.oak-academy.co.uk/T4-Home-Learning-Year-8.pdf)

Week 1					Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish (All)	Performing Arts (8A, 8B, 8C)	Maths (All)	English (All)	Science (All)	Technology (8A, 8B, 8C)	Art (8B)	Maths (All)	English (All)	Science (All)
History (All)	Technology (8D, 8E, 8F)	Performing Arts (8D, 8E, 8F)	PE (All)		Geography (8C, 8D)	PE (8D, 8E, 8F)		PE (8A, 8B, 8C)	Art (8D)
		Geography (8A)						Art (8A, 8C)	Geography (8B)

Spotlight on ... careers feature



SPANISH: Research shows that employers will give the priority to those who have a sound knowledge in a foreign language.

Specific skills Spanish helps to develop: listening and speaking, reading and writing, translation.

Transferable skills:

- **Improves memory.**
- **Enhances your ability to multitask.**

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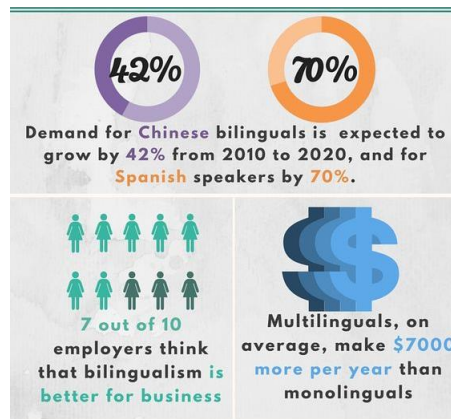
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- **Helps your communication skills.**
- **Improves your confidence.**
- **Expands your knowledge of the English language and the Latin etymology of words used in other disciplines.**
- **Social skills: improve your relationships with your co-workers and clients.**

Potential pathways:

- Interpreter/translator
- Teacher
- Tourism/travel agent
- Social worker
- Sales professional
- Customer service
- Medical professional
- Administrative/receptionist
- Law enforcement



If you or your child has any questions on any of the career paths highlighted, please encourage them to speak to one of their Spanish teachers.

Information for parents and carers on the importance of attendance.

Oak Academy is committed to ensuring our students achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost **2 times more likely to achieve 5 or more GCSEs** than children who missed 10-15 percent of lessons. **If your child has an attendance level of 90%, they will have missed one day a fortnight in school.** Over a school year this will represent **four weeks of absence**. If this level of absence were maintained for a five-year period, it would mean half a school year would have been missed.

We would really appreciate your help in ensuring that your child has good school attendance. If you have a concern, please contact the Family Liaison Officer (amanda.burridge@oak-academy.co.uk) so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may contact the Inclusion Team at BCP Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

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Thank you again for your support, and we hope you enjoy discussing your child's curriculum and reading with them over the coming weeks.



Sara Sinaguglia

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Reading

Oak Academy's vision for Literacy is underpinned by the belief that every student has the right to leave us being a confident reader, writer and speaker. To support our vision, we have a range of strategies and interventions in place.

Tutor Time Reading

All students in Years 7-11 take part in our Tutor Time Reading programme three times per week. Through reading quality Literature, we are working hard to foster an appreciation of reading, a love of words and aim to increase our student's knowledge of issues in the world.

Books Clubs

Students in Key Stage Three and Four have the opportunity to join our exciting new book club 'Books and Biscuits'. Our clubs are run by senior English teachers and aim to build an inquisitive nature in our more advanced readers.

Reading Hub

Our school Reading Hub is run by our student librarians. All students have access to the space during lunchtime and are encouraged to take books out. This is a safe space where our students can enjoy being around a wide variety of books and participate in clubs.

Literacy Interventions

For students not yet achieving their Age-Related Expectations, we offer a range of interventions. To ensure the intervention is of the correct level students are assessed using the NGRT assessment three times a year. Our approach to intervention follows the following sequence with students being placed at their most relevant stage:

- 1) Phonics intervention – this is completed by a trained Phonics teacher on a rolling timetable across the week. Students are placed in small ability groups and regularly assessed.
- 2) Lexia intervention - this is completed during tutor time. Students spent 25 minutes three times a week completing Lexia which is a computer-based system providing a personalised learning experience for all students. These sessions are run by English teachers.

All students receive one hour a week Reading for Pleasure. This will be completed using either Reading Plus, Lexia or students have the option to read a book during these lessons.

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