

12th June 2023

Dear Parents/Carers

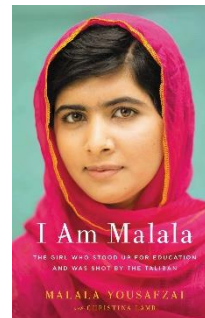
RE: Year 8 Curriculum – T6

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 drama, and the transferrable skills and career opportunities available to drama students.

Currently reading in tutor time:

I Am Malala by Malala Yousafzai



Curriculum overview for Year 8

Subject	T6 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 3D city scape that includes each of the movements in accurate scale and proportion.	Final piece	End of rotation

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

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Art	<p>This term students will engage with Part 2 of our exploration of the landscape paintings of David Hockney. We look at the changing colours and skylines of his Yorkshire landscapes, comparing both the colour, the atmosphere and the mark making techniques. After this in-depth exploration, students will choose a local black and white scene and create a watercolour of their own, with complete autonomy over the colour palette. The objective is to build on the colour theory gained in Year 7, when we explored Fauvism - the understanding that colour does not need to be used in a literal way, that the artist can change colours to convey moods and feelings.</p>		
Computing	<p>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.</p>	End of Rotation Test	Final week of term
Dance	<p>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 school kindness campaign. 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</p>	Formative assessment/ End of term assessment.	Weekly/ End of term practical assessment.

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	weeks. Students will draw upon choreographic devices they learnt previously in their last unit of work to develop their dance pieces.		
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 mini whiteboard questioning and verbal evaluations. End of term practical assessment.	Weekly/ End of term practical assessment
English	Throughout the summer term Year 8 will be studying Descriptive Writing. Students will have the opportunity to explore how descriptive writing engages a reader through reading quality texts and producing their own crafted responses. Poetry and Allegory will be taught alongside Creative Writing. George Orwell's Animal Farm will be studied with a particular focus on the art of rhetoric.	End of Year exam on Animal Farm, focussing on authorial intent. A descriptive writing piece produced to show creative skill.	
Geography	Students will continue to embed why some areas flood, linking drainage basin use and characteristics to flood hydrographs. Flooding has the potential to impact many people. What were the causes, impacts and responses to the Pakistan Floods of 2022. Once complete, students will move onto the Tourism module.	To what extent were the floods in Pakistan well managed?	Mid-term and end of term
History	EQ1: What causes a revolution? A study of the English Civil War, the Glorious Revolution, Haitian, French and American revolution. EQ2: Was the Industrial Revolution revolutionary? A study of the social, economic, and political changes brought about in Britain, 1750-1900.	Thematic response to enquiry question, considering causation over time and across place.	End of term.

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Maths	Students will complete the final unit of the year, Unit 10 Percentages, decimals and fractions. When they have finished this we will be reviewing and revising the topics learnt since the beginning of term 4 in readiness for the end of term assessment and then preparing for the end of the year exams. When the assessments have been completed, we will spend some time solving problems and using maths in the real world.	End of unit assessments End of term assessment End of year assessment First Fives Sparx	Ongoing
Music	Keyboards: Learn the notes on the keyboard, the scale of C major. Learn how to improvise a melody and read 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.	Performance assessment	
PE	Students will continue to explore our summer activities. They will complete their unit on interpersonal skills and then revisit the following units of work and apply knowledge learnt to this year in PE. Units - Communication, Resilience, Emotional Intelligence, and Interpersonal Skills	Ongoing observation and questioning. Home learning booklet for Grow work.	Ongoing
Science	Students will be doing a deep dive into space travel and physiology. Humans were evolved to live on Earth so space travel has some profound effects on the human body and students will be explaining these changes and describing ways astronauts survive the harsh abyss of space during their travels.	Extended writing.	Mid-term and end of term
Spanish	Students will be learning to speak about holiday activities and opinions in the past tense. This will be followed by a revision of all the topics learnt this academic year in preparation for their End of Year Assessment.	End of Year reading and listening assessment.	End of term.
Textiles	Students will explore the ideas, colours, styles, and designs of mandalas, including their use in meditation in Tibetan Buddhism. Using scaffolded worksheets,	Final piece.	End of rotation

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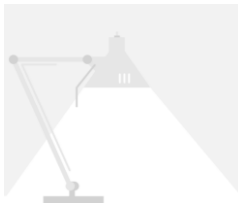
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	<p>students will design 4 different mandalas, before selecting the best design which will be upscaled and a colour palette applied. The final piece will involve the traditional Indonesian technique of batik - applying liquid paraffin wax to cloth. The colour will be applied carefully using specialist dyes, and students complete the mandala by embellishing with sequins.</p>		
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Home learning timetable – [T6 Home learning Year 8](#)

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



Drama: Choosing drama can open a world of career opportunities. All around us, as we grow up are influential people of the performing arts industry. Drama is useful for a whole host of different careers, and life too! Drama allows you to develop transferable skills which are beneficial when interviewing for any job and useful within many jobs too because it involves:

Developing transferable skills – communication, critical thinking, problem-solving and time management are all key parts of drama because you need to be able to communicate meaning to the audience through stories, ideas, and characters. Throughout explorations you would reflect on your own practical work and evaluate the work of others so that they can improve their performance skills. Also, you learn to manage your time effectively through rehearsals and workshops.

Teamworking and leadership through practical tasks - Practical drama is, in its very essence, a collaborative activity. Working with others can lead to greater tolerance, empathy, and inclusion. Students are more able to work independently of the teacher when in groups, where they can learn from and

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support each other while working towards a shared goal. Leadership skills can be developed as students take responsibility for different aspects of the shared work.

Listening and responding - Group work invariably requires good listening skills to ensure that all the participants are heard and feel valued and included. Listening without judgement, asking questions and being able to articulate individual ideas in response to drama tasks will support the development of practical work. Improvisation work can be a useful tool to developing these skills as participants must listen carefully to others, enter the world of the drama, and respond appropriately.

Creativity - By developing their own narratives and characters in response to their understanding of a text, students can invent something original. Imagination can bring the world into the classroom and allow students to explore and engage with that world and the characters in it, while simultaneously learning about the world in relation to themselves.

Learning about different topics and themes through drama— many topics and themes can be explored in drama and along with context can be used it to widen the breadth of knowledge for the individual.

Here are a selection of articles and resources to help you with career ideas and development -Careers in film and TV drama - ScreenSkills (www.Screenskills.com) it contains job profiles and videos exploring the following pathways:

- **Development** - Starting with an idea, directors, producers, and screenwriters develop a film and raise the money to make it happen.
- **Production management** - Once funds are raised, the line producer, assistant director and locations manager do the detailed planning.
- **Craft** - The make-up, costume, props and set dec departments make sure the film looks right, construction builds the sets.
- **Technical** - Ready to film, the director of photography, lighting technicians and sound mixers capture the action.
- **Post-production** - Once filming is done, editors, sound designers and colourists put it all together and make different versions.
- **Sales and distribution** - Sales and distributions executives get the film onto screens, whether that be in cinemas, on TVs or phones.
- **Educational setting** - Head teacher or teacher.

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

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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 (keisha.pretty@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.

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

Assistant Vice-Principal, Teaching & Learning

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.

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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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