



**RIVER ACADEMY
CURRICULUM**

Years 7 and 8

ACADEMIC YEAR 2025-26

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- Computing
- Design Technology
- Digital Literacy
- Drama
- English
- Food Technology
- French
- Humanities
 - Geography
 - History
 - Religion, Philosophy and Ethics (R.P.E.)
- Mathematics
- Music
- Personal Development
- Physical Education
- Science



CURRICULUM INTENT

The curriculum at River Academy is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational and accessible for all. At River, students are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at River. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

Our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including RSE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students
- Opportunities for all students to develop writing, oracy and listening skills



CURRICULUM ALLOCATION

In Key Stage 3 (Years 7, 8 and 9), all students follow a common curriculum:

Curriculum	Subject	Time allocation (Hours/week)	
		Year 7	Year 8
Core	English	3.5	3.5
	Mathematics	3.5	3.5
	Science	4	3
EBACC	French	2	2
	Geography	1.5	1.5
	History	1.5	1.5
Extension	Art	1	1
	Food/Design Technology	1	1*
	Music	1	1
	Digital Literacy	1	1
	Physical Education	2	2
	Personal Development	1	1
	Religion, Philosophy and Ethics (R.P.E.)	1	1
	Computing		1*
	Drama		1
	Supported Study	1	1
TOTAL		25	25

*In Year 8, students study Computing and Food Technology on a carousel.



LITERACY AND NUMERACY ACROSS THE CURRICULUM

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- Peer tuition
- On-line courses
- Small group work (usually with specialist HLTAs)
- Literacy/Numeracy breakfasts which also involve parents
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions will be provided if they are unable to keep up. We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence).

Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Reading

Reading is a fundamental part of life at River Academy and is an integral part of Teaching and Learning. The ability to read fluently is an important life skill. It is also essential from strong outcomes at 16, and beyond.

Our key strategies for all teachers supports Maiden Erlegh Trust's key philosophy of 'Learning to Read, Love to Read and Read to Achieve':

- Reading is explicitly taught and practiced in tutor time and in lessons.
- Our Tutor Reading Programme will see students reading as a class two times a week.
- Using NGRT Reading tests, the reading profile of all students will be shared with staff to allow for adaptive teaching and support.
- Our weakest readers will be identified and there will be a programme of Phonics support.
- Enrichment opportunities will include The River Canon, a yearly award to be achieved.
- Using Sparx Reader, all students will engage in age-appropriate reading every week.



How we read:

There will be specific routines when reading in the classroom: students will sit up straight, books will be placed on the desk and students will follow the text with a ruler held by two fingers.

Teachers will model reading to demonstrate the fluency of reading out loud. They will also select students to read out loud. This will be at random, to ensure that all students are engaged in the process of reading. Whilst students read, teachers scan the room and stay mobile to ensure all students are focused.

The expectation is that all students contribute to reading out loud.



PERSONAL DEVELOPMENT

At River Academy, we recognise that the personal development of our students is a fundamental part of our academic and pastoral work. It is our intention to create good local, national and global citizens, who develop good character and resilience. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals whilst doing this. We aim to teach students about British values, mutual respect and tolerance.

We aim to develop students in this way through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies, as well as themed events.

Our Personal Development Provision incorporates:

- PSHE
- Citizenship
- British Values
- Careers
- RSE

Adding to this, we explicit provide opportunities to teach and model the following personal skills that students need to develop to be prepared for the world outside of the school gates including:

- Oracy
- Debating
- Study Skills

In planning our Personal Development Curriculum, we follow the recommendations laid out by the Department for Education and the PSHE Association. We review and update this each year in line with their guidance.

Personal Development sessions are delivered weekly. They build on knowledge already gained in primary school and are planned to be age-appropriate and relevant, understanding the cultural background and circumstances of the students. For more information about the Curriculum Overview, see the 'Subjects' section.



Withdrawal from RE or Sex and Relationship Education (SRE)

Parents have the right to choose whether or not to withdraw their child from RE or SRE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and SRE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.



ENRICHMENT

River Academy offers a full extra-curricular and educational visits programme.

As part of our school timetable, every teacher offers an Elective Club on a Wednesday afternoon. All students attend one of the Elective Clubs. After an Electives Fayre, students indicate their preferences for their Club. Each Club lasts one full term, i.e. September to Christmas, Christmas to Easter, etc.

Currently the Electives Programme includes:

- Reading Rowing Club
- Basketball
- Badminton
- First Aid
- Keyboard Club
- Crochet
- Chess
- Mindfulness
- Board Games
- Debating Club
- Problem Solving

Other options available into the Spring Term:

- Latin Club
- History and Archaeology
- Mock Trial Club

As well as this, River Academy offers a programme of optional enrichment across the week which includes Choir, Sports' Clubs and Maths Programmes.

At River we also run the Silver Programme. Targeted at our more able students, but open to all, this takes the form of a 'Super Curriculum' providing opportunities to extend beyond the curriculum.



Trips and Visits

All trips and visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit. There will be a follow-up activity for all students who take part in trips/visits. The majority of trips and visits will be open to all students, but some will be targeted at certain groups (with specific criteria), for example:

- Silver Programme events for the more able
- Career presentations and events – aimed at inspiring students to consider different career choices
- Disabled sports events
- Subject-specific trips/events



ICT TO SUPPORT LEARNING

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary - access to devices for preparation, interactive screens and visualisers in classrooms etc.
- All students have access to IT in lessons as necessary - curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively - this is deliberately taught through our Digital Literacy Curriculum.
- Students will be supported to become confident in using IT as part of their learning.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely - we will give information as part of transition as well as our Parent Information Events.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure, and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign the Acceptable Use Policy and this will form part of the Home School Agreement signed by parents.



SEND PROVISION

The Inclusion team work to support students with Special Educational Needs, and the teaching staff working with them. Individual and group interventions, alongside a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEND pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support students' learning needs in and out of the classroom.

MORE AND EXCEPTIONALLY ABLE PROVISION

At River Academy, we are committed to ensuring that all students are stretched and challenged, including those whose prior data and performance indicates that they are more able.

Our principles:

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

Students who are identified as More and Exceptionally Able will be invited to participate in River's Silver Programme – a programme of enrichment opportunities to extend and challenge, beyond the school curriculum. This Programme is targeted at our more able students, but open to all.



EAL PROVISION

Many of the strategies that we use to support basic literacy also support EAL students. In addition, we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability.
- EAL students sit next to students with a strong command of language.
- EAL students are encouraged to use dictionaries on IT devices to support their work.
- EAL students are encouraged to research concepts in the target language if that helps while they are building up their language.
- On transition, we will provide visual timetables, key word lists etc. to help EAL students as necessary.
- We teach academic literacy for the most able and EAL students.
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.



Subjects



ART AND DESIGN

OVERVIEW

River Academy believes that an Art and Design curriculum is essential to nurturing creativity, critical thinking, and technical skills while providing students with a broad understanding of the role of art and design in contemporary and historical contexts. Through exploration of different media, materials, and techniques, students gain confidence in their creative abilities and learn to express their ideas visually and conceptually. The curriculum also promotes personal development, reflection, and the ability to analyse and evaluate both their own work and the work of others.

ASSESSMENT OBJECTIVES

In Art and Design, students are assessed based on the four key assessment objectives used at GCSE, ensuring they gain a clear understanding of the expectations should they choose to pursue the subject further. These objectives include:

- **Developing ideas** by researching and analysing the work of artists, designers, and craftspeople.
- **Exploring and refining skills** through experimentation with various media and techniques.
- **Recording ideas**, which involves using drawing, photography, and annotations to document their creative process.
- **Presenting final outcomes**, with students being evaluated on how effectively they showcase their work in sketchbooks and through final pieces.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, verbal feedback, and recall activities at the start of lessons.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Using websites to conduct further research on artists to support ideas:

- www.tate.org.uk
- www.vam.ac.uk
- www.saatchi-gallery.co.uk
- www.britishmuseum.org.uk
- www.nationalgallery.org.uk
- Visit a gallery or museum with friends
- Practise your observational drawing skills
- Take photographs of subjects you have been set to draw



ENRICHMENT OPPORTUNITIES

Students have the chance to participate in a creative elective session on Wednesdays, where they will develop various skills each term. They will also have opportunities to enter competitions, such as the Royal Academy's Young Artists, and showcase their work in school exhibitions.

EQUIPMENT REQUIRED

Students are provided with a sketchbook, which is kept in school. They should come to lessons prepared with their usual tools for learning.

CONTACT

Miss Chow – Teacher of Art and Textiles



ART AND DESIGN

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	Year 7	Year 8
TERM 1	Key skills – Students will develop fundamental drawing skills, including mark-making, tone, and proportion.	Landscape – Students will recap on colour theory and mark-making techniques. Students will explore colours and simplified landscape.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their observational drawing skills, ability to work with a range of media and analyse the work of others.	Students will be assessed on their observational drawing skills and overall presentation of their sketchbook.
TERM 2	Key skills – Students will explore colour theory and develop the ability to analyse and critique the work of others. They will create a contemporary still life arrangement as their outcome.	Landscape – Students will explore paint, mark-making techniques and mixed media. Students will develop the ability to analyse and critique the work of others. They will create a contemporary mixed media landscape painting as their outcome.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their final painting and overall presentation of their sketchbook.	Students will be assessed on their final paintings and overall presentation of their sketchbook.
TERM 3	Print-making – Students will explore mono-prints and poly prints, they will create repeat pattern printmaking based on Islamic geometric patterns.	Sculpture – Wire 3D sculpture unit “Seedpods”, an exploration of shape and sculpting materials, application of form/shape using paper-mache.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their observational drawing skills, ability to work with a range of print media and analyse the work of others.	Students will be assessed on their observational drawing skills, ability to work with a range of media for sculpture and analyse the work of others.
TERM 4	Print-making – Students will explore mono-prints and poly prints, they will create repeat pattern printmaking based on Islamic geometric patterns.	Sculpture – Wire 3D sculpture unit “Seedpods”, an exploration of shape and sculpting materials, application of form/shape using wires.



ASSESSMENT OPPORTUNITIES	Students will be assessed on their final print and overall presentation of their sketchbook.	Students will be assessed on their final sculpture outcome and overall presentation of their sketchbook.
TERM 5	Sculpture – Clay 3D sculpture unit “Natural forms”, an exploration of shape and making materials, application of form/shape.	Lino print – Carving skills and reduction print on the unit of “food”.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their observational drawing skills, ability to work with a range of 3D media and analyse the work of others.	Students will be assessed on their observational drawing skills, ability to work with a range of print media and analyse the work of others.
TERM 6	Sculpture – Clay 3D sculpture unit “Natural forms”, an exploration of shape and making materials, application of form/shape.	Lino print – Carving skills and reduction print on the unit of “food”.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their final sculpture and overall presentation of their sketchbook.	Students will be assessed on their final lino print outcome and overall presentation of their sketchbook.



COMPUTING – YEAR 8 ONLY

OVERVIEW At Key Stage 3, pupils follow a bespoke ‘in-house’ curriculum that uses the National Curriculum as its framework. We have designed this with the Key Stage 4 curriculum in mind – giving student’s a strong fundamental understanding from which to build.

As part of this, students will study (among other topics) programming languages, hardware, software, binary digits, and data systems.

Computer Science differs from Digital Literacy, with the two strands working in tandem to improve student’s understanding of the theory behind, and the operation of computers.

ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 is designed to ensure that students have understood and acquired the key skills, subject knowledge and concepts required for success at Key Stage 4 and beyond.

Assessment will happen in a variety of ways: in lessons (low stakes), at the end of units (formative) and at specific checkpoints within the school year (cumulative).

ASSESSMENT STRUCTURE

Students will be assessed on their knowledge of theory and programming.

GROUPINGS

Year 8 are in mixed ability groups of approximately 24 students.

EXTENDED STUDY INFORMATION

Students can access extra resources through:

- Oak National Academy: [Free, time-saving teacher resources | Oak National Academy](#)

ENRICHMENT OPPORTUNITIES

At River Academy, our ambition is that all students will feel empowered and inspired to pursue a career in computer science and/or computing. As part of this, our students will examine a variety of different careers in their Key Stage 3 lessons, and during whole school STEM weeks.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning. No extra equipment is necessary.

CONTACT

Curriculum Leader: Dr Dukinfield



COMPUTING – YEAR 8 ONLY

In Year 8, Students study Computing and Food Technology on rotation, with each course operating for 3 terms.

	COURSE CONTENT: KNOWLEDGE AND SKILLS
	YEAR 8
TERM 1	Binary digits Students will study how numbers can be represented in binary and be able to carry out simple operations on binary numbers (for example, binary addition, and conversion between binary and decimal). Students will also study how binary digits are represented in text, sounds and pictures.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their knowledge of binary digits and their use, conversion and application.
TERM 2	Block based programming Students will use the ‘scratch’ platform to study fundamental aspects of computer programming, including subroutines, variables, selection, operators, count-controlled iteration, problem solving and ‘debugging’.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their knowledge of block-based programming.
TERM 3	Computer systems and data science Students will study, in greater depth, the different architectures of networks and computers. They will describe how computers using logic gates and boolean logic to make decisions and apply this to the field of data science. We will also compare how traditional computer programming logic differs from what is used by machine learning and artificial intelligence.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their knowledge of computer architecture and logic systems.



DESIGN TECHNOLOGY – YEAR 7 ONLY

OVERVIEW

At River Academy, students study Design Technology to cultivate essential skills that combine creativity and practical application. Through this subject, students will gain a broad understanding across various areas of technology, allowing them to explore different materials, tools, and techniques. They will learn to work from a design brief, develop innovative ideas, and hone their problem-solving abilities to address real-world challenges. By engaging in the full design process—from concept development to the creation of a final product—students will not only enhance their technical skills but also build confidence in critical thinking, teamwork, and project management.

ASSESSMENT OBJECTIVES

In Technology, students are assessed in their ability to manage their project from initial ideas through to finished product. Below are the key areas that they will be assessed in.

- **Research and analysis** Students need to research and analyse existing products before design their own.
- **Design** Students produce design ideas in response to the brief and design specification.
- **Final Product** Students create a product in the specialism they are studying using appropriate techniques and equipment
- **Evaluation**, Students evaluate their work against the design brief and product specification.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, verbal feedback, and recall activities at the start of lessons.

GROUPINGS

Year 7 are in mixed ability groups of approximately 24 students.

EXTENDED STUDY INFORMATION

Using websites to conduct further research on designers to support ideas:

- www.designmuseum.org
- www.vam.ac.uk

Students can use YouTube to access skills such as embroidery, drawing techniques and graphics skills. They can also download free software (Google SketchUp) as well as participate in extra-curricular workshops.

ENRICHMENT OPPORTUNITIES

Students can join one of the design-based electives on offer.



EQUIPMENT REQUIRED

Students should come to lessons prepared with their usual tools for learning.

CONTACT

Miss Chow – Teacher of Art and Textiles



DESIGN TECHNOLOGY – YEAR 7 ONLY

In Year 7, Students study Design Technology and Food Technology on rotation, with each course operating for 3 terms.

	COURSE CONTENT: KNOWLEDGE AND SKILLS
	YEAR 7
TERM 1	Textiles – students will be creating festival decorations using techniques such as batik and embroidery.
ASSESSMENT OPPORTUNITIES	Design booklet assessment
TERM 2	Textiles – students will be creating festival decorations using techniques such as batik and embroidery.
ASSESSMENT OPPORTUNITIES	Evaluation of final product.
TERM 3	Textiles – student will understand the fundamental principles of weaving, they will explore using paper and yarn to weave, learning different weaving patterns such as plain and satin patterns, and creating their own pattern.
ASSESSMENT OPPORTUNITIES	Design booklet assessment and evaluation of final product.



DIGITAL LITERACY

OVERVIEW

54% of people in the UK – that's 27.1 million people - do not have the essential digital skills for employment. At River Academy we teach these digital skills to ensure that all students have the knowledge and confidence for their future employment. This is based on the essential digital skills framework which highlights life and work skills needed to be a successful citizen: communicating, handling information and content, transacting, problem solving, being safe and legal online.

ASSESSMENT OBJECTIVES

There is no formal assessment in this subject.

ASSESSMENT STRUCTURE

Teachers will gauge the students' understanding of the curriculum through a variety of non-examined approaches, included but not limited to:

- Verbal responses and discussions
- Short written responses
- Extended independent projects

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students who are interested in Digital Literacy can explore further content through the following websites:

- Government – National Careers Service – Foundational Digital Skills
<https://nationalcareers.service.gov.uk/careers-advice/build-foundation-digital-skills-to-help-your-career/>
- Google Education – Applied digital skills
https://edu.exceedlms.com/student/catalog/list?category_ids=10934-for-students-applied-digital-skills
- Accenture – Grow your digital skills <https://www.futurelearn.com/career-advice/grow-your-digital-skills>

ENRICHMENT OPPORTUNITIES

Through the Electives Programme there will be opportunities to join a variety of Digital Literacy related Clubs.



We will also offer the Unifrog platform to students to develop their online skills.

We will also run targeted programmes like the cyber careers.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning.

CONTACT

Mx Bowler – Teacher of Digital Literacy



DIGITAL LITERACY

	COURSE CONTENT: KNOWLEDGE AND SKILLS
	YEAR 7 AND YEAR 8
TERM 1	Is my digital communication clear? <ul style="list-style-type: none">- Can I navigate a desktop computer?- Can I search the web for information?- Can I evaluate my search results?- Can I manage my storage?- Can I communicate professionally?- Can I manage my communications?- Can I manage my digital diary?
TERM 2	
TERM 3	Can I create clear presentations? <ul style="list-style-type: none">- Can I add slides and change their layout in a presentation?- Can I add and format text, pictures and shapes in a presentation?
TERM 4	
TERM 5	Can I manage information on spreadsheets? <ul style="list-style-type: none">- Can I create a data set in a spreadsheet?- Can I format a spreadsheet?
TERM 6	

Digital Literacy is a non-examined subject.



DRAMA – YEAR 8 ONLY

OVERVIEW

Drama at River Academy is about developing the students as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.

Every topic will include tuition on the following skills:

- Creating and Responding
- Performing a role
- Elements of staging
- Drama strategies and techniques

ASSESSMENT OBJECTIVES

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Covering the 4 Assessment Objectives – that could be 2 or more per half term.

Assessments will follow the GCSE exams criteria.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students should ensure that they know lines as appropriate or otherwise prepare for lessons. Students are encouraged to research and read around the content studied in class. Students are encouraged to watch and take part in live theatre performances to enrich their understanding of the subject.

ENRICHMENT OPPORTUNITIES

In Year 7, all students will see a live performance of a Pantomime. In subsequent years, there will be the opportunity to attend a live theatre performance.

As part of the Electives programme, there will be opportunities to take part in the Mock Trial Competition and the Poetry by Heart competition, both providing students with the opportunity to develop performance skills.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning.

CONTACT

Mr Rosser – Teacher of Drama



DRAMA – YEAR 8 ONLY

	COURSE CONTENT: KNOWLEDGE AND SKILLS
	YEAR 8
TERMS 1 AND 2	Elements of Drama 1 Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks. Elements of Drama 2 Students will explore and develop Key Stage 3 skills adding improvising and other techniques to develop their performances
ASSESSMENT OPPORTUNITIES	Test on key concepts. Formative assessment on practical work.
TERMS 3 AND 4	Mime Students will learn to communicate through their bodies and learn the techniques linear mime, manipulation mime and mime concrete. The Actor's Voice Students focus on learning a range of vocal skills and developing their voice in practice.
ASSESSMENT OPPORTUNITIES	Students create and perform pieces for formative assessment. Ongoing formative assessment in class and testing knowledge of key concepts.
TERMS 5 AND 6	Working with Scripts Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'. Puppetry Students will learn about different forms of puppetry and will have hands on experience creating their own puppets and using them in performance
ASSESSMENT OPPORTUNITIES	Formative assessment of practical work.



ENGLISH

OVERVIEW

English at River Academy will equip students with the knowledge and skills to think critically, be creative and communicate clearly. Through exposure to a range of challenging texts we will strive to nurture life-long readers who can understand and use the power of written and spoken language.

In Key Stage 3, students will develop key skills for both reading and writing that they will then build upon during their time at River Academy. We will support students to develop the knowledge that they need in order to engage with the texts they study. This will be done through the study of different types of texts (poetry, novels, short stories, non-fiction and drama) from a variety of different genres and eras. In Year 7, all texts and units relate to the themes of identity and morality and in Year 8 the texts deal with themes of power.

ASSESSMENT OBJECTIVES

Reading – Use of analytical and interpretative skills, use of quotations, the ability to craft an argument, context, writer’s purpose and reader/audience response.

Writing – The ability to craft a piece of writing to suit task and audience, text organisation, vocabulary and spelling, punctuation and grammar (SPAG).

Knowledge – Subject specific knowledge related to genre, literary conventions and techniques.

ASSESSMENT STRUCTURE

- Within lessons, teachers will continuously assess students’ levels of understanding through strategies such as questioning and low-stakes retrieval quizzes at the start of each lesson.
- Students’ written work will be given feedback in a variety of ways, including whole class feedback, self-assessment and peer-assessment.
- Once each half-term, students will have a piece of work assessed by their teacher.
- Students will have lots of opportunities for Direct Improvement and Reflection Time (DIRT) so that they can respond to the feedback that they are given.
- Twice a year students will complete a cumulative assessment, assessing all the skills and knowledge covered so far that year.

GROUPINGS

Students will be taught in their tutor groups.

HOME LEARNING

Students will be set a weekly task on Sparx Reader (300 SRP for Year 7 and 400 SRP for Year 8. Students will be given a Home Learning booklet each half term which includes a knowledge organiser that they can use to revise.

ENRICHMENT OPPORTUNITIES

- Some Electives, including debate club, will help students develop the skills that they need in English.
- Throughout the year, writing competitions will be shared with students.



- A spelling bee competition will be held.
- Students can get involved with the Yoto Carnegies Shadowing Scheme.
- Theatre trips will be offered in Year 7 and Year 8.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage your child to read. If your child is a reluctant reader, any reading is good reading. Consider starting with shorter texts such as graphic novels and short stories and build them up to longer texts.
- Encourage your child to read a range of texts (authors, genres and eras) and talk to them about what they are reading.
- Take your child to the theatre and talk to them about the production.
- Visits to museums, galleries and exhibitions all help develop cultural capital that support students to engage with texts and understand the references within them.

CONTACT

Curriculum Leader: Ms E Myers



ENGLISH

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERM 1	<p>Autobiography (Non-Fiction) Students will read and explore extracts from a range of autobiographies from inspirational people, including Anne Frank, Roald Dahl, Michelle Obama and Malala Yousafzai. These memoirs will then be used to inspire their own piece of autobiography writing.</p>	<p>The Art of Rhetoric (Non-Fiction) Students will learn about the history of rhetoric and its key features. Students will explore a range of famous speeches, including speeches given by Winston Churchill, Greta Thunberg, Queen Elizabeth I and Emma Watson. Students will then use their knowledge of rhetoric to write and perform their own speeches about an issue that they care about.</p>
ASSESSMENT OPPORTUNITIES	<p>Writing: Students will plan and write a section of their own autobiography, using the conventions of the genre.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Writing: Students will draft, write and perform a speech about a topic they feel passionate about, using elements of rhetoric.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
TERM 2	<p>Safiyyah’s War (Novel) Students will read, discuss and analyse the Carnegie shortlisted novel <i>Safiyyah’s War</i>. Students will explore characterisation, the features of a novel and how context can be used to help readers understand a text.</p>	<p>Animal Farm (Novel) Using their knowledge of rhetoric to support them, students will read and explore George Orwell’s classic novel, <i>Animal Farm</i>. Students will explore the novel’s key themes (power, rebellion etc) and learn about Orwell’s use of allegory.</p>
ASSESSMENT OPPORTUNITIES	<p>Reading: Students will produce an analytical paragraph about the presentation of a key character from the novel.</p> <p>Knowledge: Throughout the unit students will be quizzed on key</p>	<p>Reading: Students, using their knowledge of rhetoric, will analyse one of the key speeches from <i>Animal Farm</i> and produce an analytical paragraph.</p>



	<p>knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
TERM 3	<p>Gothic Monsters (Genre Study) Students will explore the Gothic genre and its conventions through extracts from texts such as <i>Frankenstein</i>, <i>The Strange Case of Dr Jekyll and Mr Hyde</i> and <i>The Woman in Black</i>. Through these texts, students will begin to develop their analysis skills.</p>	<p>Dystopian Literature (Genre Study) Students will explore the dystopian genre and its conventions through extracts from texts such as <i>1984</i>, <i>The Hunger Games</i>, <i>The Giver</i> and <i>Lord of the Flies</i>. Students will develop their analysis skills by exploring writer’s intentions and imagery used within dystopias.</p>
ASSESSMENT OPPORTUNITIES	<p>Reading: Students will analyse an extract from a Gothic text and then write an analytical paragraph in response to this.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Reading: Students will analyse an extract from a dystopian text and then write an introduction and analytical paragraph in response to this.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
TERM 4	<p>Gothic Settings (Creative Writing): Taking inspiration from Gothic novels such as <i>The Woman in Black</i>, <i>Dracula</i> and <i>Jane Eyre</i>, students will practise creating their own pieces of creative writing. Through a focus on how writer’s use metaphorical language. students will learn how to craft a piece of description to create tone and atmosphere.</p>	<p>Dystopian Worlds (Creative Writing): In this unit, students will learn about different elements and theories of narrative writing. Using their knowledge of the dystopian genre and taking inspiration from Caroline Hadilaksono’s graphic novel <i>The Last Woman on Earth</i>, students will plan and write their own dystopian narrative.</p>
ASSESSMENT OPPORTUNITIES	<p>Writing: Taking inspiration from Bram Stoker <i>Dracula</i>, students will write a description of Dracula’s castle, ensuring they are using the conventions of the Gothic.</p>	<p>Writing: Taking inspiration from <i>The Last Woman on Earth</i>, students will plan, draft, write and edit their own dystopian narrative.</p>



	<p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
<p>TERM 5</p>	<p>Shakespeare’s Macbeth (Drama): Students will explore key themes and extracts from Shakespeare’s <i>Macbeth</i>. They will explore his use of the supernatural; key themes (power, ambition etc); the presentation of key characters; the conventions of a Shakespearean tragedy and begin to analyse his use of symbolism and imagery.</p>	<p>Approaches to Antigone (Drama): Using the English and Media Centres play <i>The Facility</i>, students will explore a modern adaptation of Sophocles’ <i>Antigone</i>, while learning about the features of classical Greek drama and tragedy.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Writing: Student’s will produce a piece of creative writing, taking inspiration from John Singer Sargent’s portrait of Ellen Terry as Lady Macbeth.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Writing: Student’s will produce their own creative response to Antigone, using their knowledge of the play and experience of exploring modern interpretations of it.</p> <p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
<p>TERM 6</p>	<p>Identity Poetry (Poetry): Students will read and analyse poems focusing on the theme of identity and take inspiration from these to produce their own poems.</p>	<p>Poetry of Protest (Poetry): Students will explore how poetry has been used as a way for poets to explore issues impacting society throughout history. Students will study poems from a range of eras, including Romantic poetry, the poetry of World War 1 and more contemporary poems.</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Reading: Students will produce a piece of analytical writing in response to a poem.</p>	<p>Reading: Students will produce a piece of analytical writing in response to a poem.</p>



	<p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>	<p>Knowledge: Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.</p>
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FOOD TECHNOLOGY

OVERVIEW

As part of their education in Food Technology, students are taught how to cook and apply the principles of nutrition and healthy eating. Cooking is a vital life skill that empowers students to prepare nutritious and affordable meals for themselves and others, both now and in the future. Additionally, it opens up various career opportunities, not only in the hospitality industry but also in fields such as food science and product development.

ASSESSMENT OBJECTIVES

- Grasp and apply the fundamentals of nutrition and healthy eating.
- Develop the ability to cook a variety of predominantly savoury dishes, enabling them to provide themselves and others with a nutritious and balanced diet.
- Gain proficiency in a wide range of cooking techniques, such as selecting and preparing ingredients, using utensils and electrical appliances, applying different cooking methods, and utilising taste, texture, and aroma to season dishes and blend ingredients. Additionally, they should learn to modify and create their own recipes.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, self-assessment and assessed home learning tasks. Students self-assess and grade their practical skills each time they cook.

GROUPINGS

Students are in mixed ability groups of approximately 24 students.

EXTENDED STUDY INFORMATION

Students are encouraged to research recipe variations and watch cookery programmes.

ENRICHMENT OPPORTUNITIES

There is an extra-curricular baking club called The Biscuit Factory (paying homage to Reading's historical ties with biscuit production). Students will also have the opportunity to enter a 'River Bake Off' competition.

EQUIPMENT REQUIRED

Students will need their tools for learning. In addition to this they will also require a transparent plastic wallet, bag for life, sealable storage container.

CONTACT

Ms Denton – Teacher of Food Technology



FOOD TECHNOLOGY

In Year 7, students study Food Technology and Design Technology on rotation, with each course operating for 3 terms out of the 6.

In Year 8, students study Food Technology and Computing on rotation, with each course operating for 3 terms.

COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	YEAR 8
TERM 1	<p>Main theory focus</p> <ul style="list-style-type: none"> • Getting ready to cook: food room rules, hygiene, handwashing, safe movement • Basic food safety & storage • “Food & water are essential for life” – all food comes from plants or animals • Basic equipment and knife skills (bridge & claw) <p>Key practical dishes</p> <ul style="list-style-type: none"> • Crudités & dips – peeling, slicing, knife control, simple presentation • Pasta sauce – safe hob use, boiling/simmering, seasoning • Chocolate pudding – accurate weighing, gelatinisation in a sauce 	<p>Main theory focus</p> <ul style="list-style-type: none"> • Cooking safely for others – what food poisoning is and how to prevent it • Safe storage and use-by vs best-before dates • Fridge/freezer organisation and high-risk foods • Building confidence and accuracy with knife skills <p>Key practical dishes</p> <ul style="list-style-type: none"> • Knife skills layered salad – precise cutting and presentation • Pasta soup – vegetable prep, simmering • Bananas & custard – thickened dessert, starch gelation • French toast – egg handling, frying, protein setting
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> • Teacher observation of hygiene and knife skills in early practical work • Seneca / short quizzes on basic food safety & nutrition • Informal practical check on pasta sauce (safe hob use, flavour) 	<ul style="list-style-type: none"> • Baseline food safety test (inc. scenarios about cooking for others) • Seneca quizzes on food safety vocabulary • Teacher assessment of knife skills & safe equipment use



<p>TERM 2</p>	<p>Main theory focus</p> <ul style="list-style-type: none"> • Balanced diets and “eat more of some foods than others” • Why too much sugar is a problem for health • Intro food science: gelatinisation, dextrinization, caramelisation, coagulation <p>Key practical dishes</p> <ul style="list-style-type: none"> • Crustless quiche – egg coagulation, oven safety • Jam tarts – pastry making, rolling, shaping, baking • Chicken goujons – safe handling of raw chicken, coating, baking/frying 	<p>Main theory focus</p> <ul style="list-style-type: none"> • Revisiting the Eatwell Guide and energy/nutrient needs in adolescence • Factors affecting food choice (culture, health, cost, preference) • Food science: coagulation, shortening, enzymic browning, raising agents <p>Key practical dishes</p> <ul style="list-style-type: none"> • Chocolate tarts – shortcrust pastry, lining tins • Chicken Kiev – safe poultry handling, stuffing, coating, frying/baking • Carrot cake – creaming method, chemical raising agents
<p>ASSESSMENT OPPORTUNITIES</p>	<ul style="list-style-type: none"> • Seneca tests on healthy eating & food science key words • Practical skill checks in quiche & goujons (handling eggs/meat safely) • Short written task on dangers of too much sugar 	<ul style="list-style-type: none"> • Task on energy balance and health outcomes • Short written/interactive activities on fats/oils, raising agents, enzymic browning • Practical assessment of quiche or stuffed chicken thigh + ongoing evaluation booklet
<p>TERM 3</p>	<p>Main theory focus</p> <ul style="list-style-type: none"> • Food choice – likes/dislikes and appropriate portion sizes • Food provenance – how ingredients are grown, reared, caught • Environment & sustainability – food miles, waste, farming methods <p>Key practical dishes</p> <ul style="list-style-type: none"> • Breakfast muffins – cake batter, raising agents, oven control 	<p>Main theory focus</p> <ul style="list-style-type: none"> • Provenance – where food comes from; local, seasonal and organic foods • Sustainability & food waste • Planning and producing multi-component dishes using a range of skills <p>Key practical dishes</p> <ul style="list-style-type: none"> • Macaroni cheese – starch-based sauce, baking • Calzone – dough work, proving, shaping, sealing



	<ul style="list-style-type: none">• Cheese sauce – roux method, gelatinisation, thickness control• Pizza – bread dough (kneading, proving, shaping) or base assembly• Mash – potato prep, boiling, mashing, controlling enzymic browning	<ul style="list-style-type: none">• Fish cakes – handling fish, shaping, coating, shallow frying• Omelette & toast / pasta lasagne – working with eggs or multi-layer pasta dish
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none">• Seneca homework on provenance, environment & food choice• End-of-unit written test on all strands (safety, nutrition, science, provenance)• Final practical assessment (e.g. pizza or muffin/cheese-sauce combo) – independence, safety, quality, health	<ul style="list-style-type: none">• Research task on where food comes from and sustainability• Summative practical assessment (e.g. calzone or fishcakes) – range of skills, safe handling, quality• End-of-year written test + self-evaluation of progress



FRENCH

<p>OVERVIEW</p> <p>More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world. France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business.</p>
<p>ASSESSMENT OBJECTIVES</p> <p>In studying French, students will develop skills in all 4 areas of:</p> <ul style="list-style-type: none">• Listening• Speaking• Reading• Writing
<p>ASSESSMENT STRUCTURE</p> <p>Students will be assessed each half term in 2-4 skills on the topics covered. A mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.</p>
<p>GROUPINGS</p> <p>Students will be taught in their tutor groups.</p>
<p>EXTENDED STUDY INFORMATION</p> <p>Use vocabulary revision and practice websites:</p> <ul style="list-style-type: none">• https://www.memrise.com/courses/english/french/• https://quizlet.com/login• https://www.linguascope.com/• https://fr.duolingo.com/ <p>Read about French / Francophone culture using English or French websites. Watch suitable French films or cartoons Visit France and do all the transactions</p>
<p>ENRICHMENT OPPORTUNITIES</p> <p>House competitions – Duolingo streaks/cultural diversity</p>
<p>EQUIPMENT REQUIRED</p> <p>Students will need their tools for learning.</p>



CONTACT

Curriculum Leader: Mr Fasham



FRENCH

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERM 1	Greetings and classroom rules Classroom language Talk about you want to/ are going to do Classroom objects The alphabet	Where I live: A description of my town What's in my house What's in my bedroom
ASSESSMENT OPPORTUNITIES	Formative assessment is on-going throughout the year; summative assessment in Term 1 is in the form of a baseline assessment test, a mixture of writing and reading	A written assessment introducing some of the rubrics and marking methods of GCSE French
TERM 2	Days of the week Likes and dislikes + hobbies Opinions Numbers Age, months, birthdays Colours	Where I live: What's in my bedroom Prepositions My life in school: School rules Subjects I study
ASSESSMENT OPPORTUNITIES	Listening/dictation assessment	Listening/dictation assessment
TERM 3	Physical descriptions Personality Family and friends Animals Avoir and être	My life in school: Subjects I enjoy My favourite teachers Telling the time/describing the timetable
ASSESSMENT OPPORTUNITIES	Cumulative assessment	Cumulative assessment
TERM 4	My house My bedroom What I do at home Prepositions	Working life
ASSESSMENT OPPORTUNITIES	Combined skills assessment	Combined skills assessment



TERM 5	Where I live What I can do there Aller	The environment and where people live
ASSESSMENT OPPORTUNITIES	Combined skills assessment	Combined skills assessment
TERM 6	Where I go Future plans Ordering snacks and drinks Asking for prices	The environment and where people live
ASSESSMENT OPPORTUNITIES	Combined skills assessment	Combined skills assessment



HUMANITIES

GEOGRAPHY

OVERVIEW

Studying Geography has never been more important; it impacts our world around us and fosters an interest in and a sense of wonder about places. Studying Geography helps our students make sense of a complex and changing world. Students at River Academy will follow the National Curriculum framework, studying the world's physical, human, and environmental features. Students will examine both local and global case studies to extend their understanding of the interaction and impacts of physical and human processes. Students will learn a range of geographical skills to enable them to critically analyse, interpret, and create range of evidence collating materials such as graphs and maps. By studying a range of units, students will continue to expand their locational knowledge, spatial and environmental understanding, and comprehend how these places interact and influence each other.

ASSESSMENT OBJECTIVES

In Geography, students will be assessed termly on their understanding of substantive knowledge and their understanding of key concepts and skills.

Students will be assessed on the following:

1. Contextual world knowledge of locations, places and geographical features.
2. Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
3. Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge. Informal assessment happens constantly in lessons through the teacher's questioning and observation of students' work.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Any opportunity to read around the subject by looking at recent geographical events in the news and online is welcome. This should help develop students' global understanding and knowledge. Good sources include the BBC Environment and Science pages, relevant documentaries on the BBC and Channel 4 in addition to quality news articles.

The below websites can be used by students to explore Geography further:

- [KS3 Geography - BBC Bitesize](#)
- <http://mapzone.ordnancesurvey.co.uk/mapzone/>
- <http://news.bbc.co.uk/cbbcnews/default.stm>



- <http://www.lizardpoint.com/fun/geoquiz/>
- [Secondary Geography Teaching Resources \(bbc.co.uk\)](http://www.bbc.co.uk/1/learning/secondary/subjects/geography/)

ENRICHMENT OPPORTUNITIES

There will be a variety of opportunities for students during their time at River Academy. In addition, the Humanities department will seek to host The River Community Lectures once a term.

EQUIPMENT REQUIRED

Students will need their tools for learning.

CONTACT

Curriculum Leader: Miss Angell



GEOGRAPHY

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERMS 1 AND 2	EQ1: What is Geography? EQ2: The UK, who are we? EQ3: What is the difference between weather and Climate?	EQ1: How can we understand the population in the UK and Globally EQ2: How do Rivers shape the world around us?
ASSESSMENT OPPORTUNITIES	During Term 1 and 2 students will complete a Climate assessment. The assessment will involve: <ul style="list-style-type: none"> • Multiple choice retrieval quiz • Using data task • Extended writing 	During Term 1 and 2, Students will complete an assessment on population which involves: <ul style="list-style-type: none"> • Multiple choice questions • Geographic skills (Data and graphical interpretation) • Extended writing
TERMS 3 AND 4	EQ4: What are Geographical Skills? EQ5: Our Frozen Planet EQ6: Sustainable world- does it matter how we live?	EQ3: How and why does development differ around the world? EQ4: Why does Geology rock?
ASSESSMENT OPPORTUNITIES	During Terms 3 and 4 students will be assessed on their knowledge and understanding of physical processes and landforms alongside geographical skills.	During terms 3 and 4, students will be assessed on their understanding of both development and geological theory.
TERMS 5 AND 6	EQ7: Can we ever know enough about Volcanoes and Earthquakes to live safely? EQ8: Africa- a land of contrasts.	EQ 5: Understanding the geography of our local area EQ6: How has our use of resources changed?
ASSESSMENT OPPORTUNITIES	During Terms 5 and 6 students will be complete an assessment about their study of Africa. This assessment will involve:	During terms 5 and 6, students will be assessed on their understanding of resources. This assessment will involve:



	<ul style="list-style-type: none">• Multiple choice retrieval quiz• Using data task Extended writing	<ul style="list-style-type: none">• Multiple choice retrieval quiz• Using data task Extended writing
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In 2025-26, the allocation of time given to Geography has risen from 2 periods a fortnight, to 3 periods. Consequently the Year 7 cohort in 2025-26 will cover more of the curriculum than the cohort above them did in Year 7 in 2024-25. This means that the Year 8 cohort in 2025-26 will cover some of the same topics as Year 7 in the same year.



HISTORY

OVERVIEW

History is a fascinating subject which encourages students to consider the role of individuals, events and key themes and their contributions to our past. It offers parallels with our society today, helping us to explain current events and issues. Everyone has a connection with the past; it is about discovering which aspect of the past unlocks an individual's interest. At River Academy students will study History in a chronological narrative, in line with the National Curriculum. Students will study a geographically wide and diverse curriculum allowing them to build coherent knowledge and understanding of Britain's past and that of the wider world. Students will learn critical analysis, source evaluation, and critical thinking skills. We will work with students to develop their questioning and quality of argument. Students will often engage with scholarship and source material, allowing them to experience History at its fullest.

ASSESSMENT OBJECTIVES

In History students will be assessed every two terms on their understanding of substantive knowledge and second order concepts such as:

- Change and Continuity
- Cause and Consequence
- Interpretations
- Evidence
- Similarity and Difference
- Significance

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge. Informal assessment happens constantly in lessons through teachers questioning and looking at students' work.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

The below websites can be used by students to explore History further:

- [Secondary History videos \(bbc.co.uk\)](http://www.bbc.co.uk/history)
- [BBC Sounds - Homeschool History - Available Episodes](http://www.bbc.co.uk/history)
- <http://spartacus-educational.com/>
- <http://www.bbc.co.uk/history>
- <http://www.historylearningsite.co.uk/>
- <https://quizlet.com/subject/history/>



ENRICHMENT OPPORTUNITIES

There will be a variety of opportunities for students during their time at River Academy. In addition, the Humanities department will seek to host The River Community Lectures once a term.

EQUIPMENT REQUIRED

Students will need their tools for learning.

CONTACT

Curriculum Leader: Miss Angell



HISTORY

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERMS 1 AND 2	<p>EQ1. How much can we know about life in Pompeii?</p> <p>EQ2: How much have toilets changed over time?</p> <p>EQ3: Did the Roman Empire really fall?</p> <p>EQ4: What light can one saint’s story shed on the medieval world?</p>	<p>EQ1: What can sources reveal about the Samurai?</p> <p>EQ2: Why did the Reformation mean so much to so many people?</p> <p>EQ3: What type of encounters took place in the New World?</p> <p>EQ4: Why did people think their world was ‘upside down’ by 1649?</p> <p>EQ5: Why did some people believe in witches?</p>
ASSESSMENT OPPORTUNITIES	<p>During Terms 1 and 2, students are assessed with a timeline test and a paragraph on sanitation used to assess understanding of chronology, evidence, change, and continuity.</p>	<p>During Terms 1 and 2, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment. The assessment will also focus on source work and evidential thinking.</p>
TERMS 3 AND 4	<p>EQ5: How disruptive were the Normans?</p> <p>EQ6: What can Mansa Musa reveal about medieval Africa?</p> <p>EQ7: Why did people join the crusaders?</p>	<p>EQ6: How much can we know about the lives of enslaved people?</p> <p>EQ7: What can Empress Nur Jahan reveal about Mughal India?</p> <p>EQ8: What was the British Empire?</p> <p>EQ9: Did new ideas lead to revolutions in America, France, and Haiti?</p>



<p>ASSESSMENT OPPORTUNITIES</p>	<p>During Terms 3 and 4, students are assessed with an extended piece of writing answering our enquiry question: <i>How disruptive were the Normans?</i> This assessment will be used to assess understanding of substantive knowledge and second order concepts such as change and continuity.</p>	<p>During Terms 3 and 4, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.</p>
<p>TERMS 5 AND 6</p>	<p>EQ8: How did the Black Death change life in Walsham? EQ9: What fuelled the Renaissance? EQ10: Why are the first thousand years of Islam significant for historians? EQ11: What can sources reveal about the Samurai? EQ12: Why did the Reformation mean so much to so many people?</p>	<p>EQ10: What did the Chartists want? EQ11: What can different sources tell us about the ‘condition of England question’? EQ12: How ‘free’ were Black Americans between 1863 and 1963?</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>During Terms 5 and 6, students are assessed with an extended piece of writing answering our enquiry question: <i>How did the Black Death change life in Walsham?</i> This assessment will be used to assess understanding of substantive knowledge and second order concepts such as significance, change and continuity.</p>	<p>During Terms 5 and 6, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.</p>

In 2025-26, the allocation of time given to History has risen from 2 periods a fortnight, to 3 periods. Consequently the Year 7 cohort in 2025-26 will cover more of the curriculum than the cohort above them did in Year 7 in 2024-25. This means that the Year 8 cohort in 2025-26 will cover some of the same topics as Year 7 in the same year.



RELIGION, PHILOSOPHY AND ETHICS (R.P.E.)

OVERVIEW

The study of Religion, Philosophy and Ethics (RPE) develops our students' knowledge and understanding of the religions and beliefs which form part of contemporary society. Students at River Academy will be introduced to a range of perspectives about the world they may not have encountered before; these will be a combination of religious, non-religious, and philosophical ideas and thinking which will allow students to formulate their own reasoned perspective on each idea. At River Academy our RPE curriculum will be based on the local SACRE (Standing Advisory Council [on] Religious Education) agreed syllabus and we will therefore study the following religions/ belief systems: Christianity, Buddhism, Islam and a non-religious worldview e.g. Humanism. Through our curriculum, we aim for our students to develop increasing religious literacy, through studying both key religious and non-religious worldviews, key philosophical debates and contemporary ethical issues. At River Academy, we also believe that RPE makes a critical contribution to students' personal development and well-being, as students develop core values such as mutual respect and tolerance, ultimately supporting wider community cohesion.

ASSESSMENT OBJECTIVES

In RPE students will be assessed termly on their understanding of substantive knowledge and their understanding of key concepts. The below concepts relate to the religions and worldviews studied:

- beliefs, teachings, sources of wisdom and authority
- experiences and ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge. Informal assessment happens constantly in lessons through teachers questioning and looking at students' work.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

The best support for RPE work is to engage in discussions about both the topics being covered, and issues that are in the news. Current affairs issues often link to the topics we discuss in lessons or allow an opportunity to discuss views on what is happening.



A key area of focus is on the ability to explain difficult ideas, or personal views, in a clear and understandable manner, and discussions can often be used to help students develop their ability to explain their ideas in these ways.

The below websites can be used by students to explore RPE further:

- [KS3 Religious Studies - BBC Bitesize](#)
- [Home - RE:ONLINE \(reonline.org.uk\)](#)
- [Secondary Religious Studies - Teach \(bbc.co.uk\)](#)

ENRICHMENT OPPORTUNITIES

There will be a variety of opportunities for students during their time at River Academy. In addition, the Humanities department will seek to host The River Community Lectures once a term.

EQUIPMENT REQUIRED

Students will need their tools for learning.

CONTACT

Curriculum Leader: Miss Angell



RELIGION, PHILOSOPHY AND ETHICS (R.P.E.)

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERMS 1 AND 2	EQ1: What is Religion, Philosophy, and Ethics? EQ2: Understanding Religion- sociology and psychology. EQ3: Understanding Christianity: Beliefs and Practices.	EQ1: Denominations: Why did the Christian Church become diverse? EQ2: Dharma: how is this interpreted and put into action?
ASSESSMENT OPPORTUNITIES	During Terms 1 and 2 students will complete an assessment based on their study of Christianity. The assessment will involve a mix of knowledge testing and extended writing such as: <ul style="list-style-type: none"> • Recall information • Multiple choice questions • Explaining quotations 	During Terms 1 and 2, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.
TERMS 3 AND 4	EQ4: What is Ethics? EQ5: What is the significance of the Abrahamic Covenants?	EQ3: Religion and politics in the Enlightenment: How were they aligned? EQ4: Rebels: should we embrace or challenge authority?
ASSESSMENT OPPORTUNITIES	During Terms 3 and 4, students will complete an assessment based on their study of Islam. The assessment will involve a mix of knowledge testing and extended writing such as: <ul style="list-style-type: none"> • Recall information • Multiple choice questions • Explaining quotations 	During Terms 3 and 4, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.



TERMS 5 AND 6	EQ6: Islam- beliefs and practices	EQ5: Buddhism: how significant are the three jewels to Buddhists?
ASSESSMENT OPPORTUNITIES	<p>During Terms 5 and 6, students will complete an assessment based on their study of Buddhism. The assessment will involve a mix of knowledge testing and extended writing such as:</p> <ul style="list-style-type: none">• Recall information• Multiple choice questions	<p>During Terms 5 and 6, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.</p>



MATHS

OVERVIEW

Our aims are that all students will make strong progress in Mathematics, will enjoy Mathematics learning and be confident with using their mathematical skills to solve problems.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programme of study for Key Stage 3 is based on the Key Stage 3 National Curriculum, building on Key Stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving increasingly sophisticated problems, giving a solid mathematical base for the Key Stage 4 Curriculum.

ASSESSMENT OBJECTIVES

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ASSESSMENT STRUCTURE

All Key Stage 3 students complete a written assessment at two points during the academic year under examination conditions. The assessments will be appropriate for their level of mathematics and will assess their ability to recall and use mathematical facts and skills, as well as to problem solve. The questions will relate to topics that have been taught during that year or during Key Stage 3. Teachers will also formatively assess the students throughout the year on a continuous basis.

GROUPINGS

Students are placed in sets most suitable for their ability. A range of data is used to decide on the students' sets, and this is reviewed regularly.

EXTENDED STUDY INFORMATION

There are a variety of resources available for students to continue their studies outside of classroom time.

- Independent learning on Sparx Maths www.sparxmaths.com
- Rich problem solving activities <https://nrich.maths.org/secondary>
- Times-tables practice <https://www.timestables.co.uk/games>
- Videos and resources <https://corbettmaths.com>

ENRICHMENT OPPORTUNITIES

Within the classroom and as regular homework, teachers will be providing students with opportunities to use their mathematical skills to complete a range of problem-solving tasks that demonstrate how mathematics relates to the real world. In addition to this, for the more able mathematicians, the UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able



mathematicians. We also run the Axiom Maths Programme for exceptionally gifted mathematicians.

EQUIPMENT REQUIRED

Pens (black/blue and green), pencil, rubber, ruler, pair of compasses, protractor, scientific calculator (CASIO fx -83GTCW or CASIO fx-85GTCW).

CONTACT

Curriculum Leader: Mrs Strong



MATHS

COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	YEAR 8
TERM 1	Place Value – integers and decimals, positive and negative powers of 10 Properties of Numbers – multiples, factors, primes	Estimation and rounding – decimals, significant figures, intro to bounds and error intervals Solving linear equations – balance method, variable on both sides of equals
ASSESSMENT OPPORTUNITIES	Formative assessment continuous during lessons and at the end of each unit.	Formative assessment continuous in lessons and end of unit assessments
TERM 2	Arithmetic – all 4 operations, positive and negatives, integers and decimals	Sequences – features and arithmetic sequences Linear graphs – equations, graphs and linear relationships
ASSESSMENT OPPORTUNITIES		
TERM 3	Expressions and equations – formulae and equations, simplifying expressions, distributive law Coordinates - plotting in 4 quadrants, formulae and graphs	Percentages and proportionality
ASSESSMENT OPPORTUNITIES	Mid-year assessment at start of Term 3.	Mid-year assessment early in Term 3. Includes all KS3 (year 7 and year 8) taught up to December in year 8.
TERM 4	Perimeter and area – triangles and quadrilaterals	Statistics – representing data and analysing data
ASSESSMENT OPPORTUNITIES		
TERM 5	Fractions- arithmetic and working with fractions and decimals	Perimeter, area and volume – including circles and surface area of 3D shapes



		Polygons and angles – angle properties, angles in polygons and problem solving
ASSESSMENT OPPORTUNITIES		
TERM 6	Ratio and proportion – multiplicative relationships, fractions in context and applying ratios Transformations – translations, rotations, reflections, scale diagrams and enlargements	Constructions – including circles and rhombuses
ASSESSMENT OPPORTUNITIES	End of Year assessment early in Term 6, covering all year 7 content.	End of Year assessment early in Term 6, covering all KS3 to date (year 7 and 8 content)



MUSIC

OVERVIEW

Music lessons at River Academy are designed to enable all students to engage in practical music making activities, encouraging their creativity and performing skills. Studying music allows students to improve their co-ordination skills, memory, teamwork, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

- To learn to perform with technical control, expression and interpretation
- To learn to compose and develop musical ideas
- To learn to listen critically to music and be able to talk about the elements of music and how they affect music.

ASSESSMENT STRUCTURE

Students complete a baseline assessment at the start of year 7 to assess their performing, composing and listening skills. Students are then assessed at the end of every topic, covering the assessment objectives across the year.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

- Encourage additional reading around the subject being studied through internet research.
- Encourage additional listening through use of YouTube (audio/ video) and investigation of CD collections at home.
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zmsvr82>

ENRICHMENT OPPORTUNITIES

The music department run several weekly extra-curricular clubs: including:

- School Choir
- Keyboard club (as part of our Electives Programme)
- Readipop Rock Band (as part of our Electives Programme)

Private instrumental lessons are also available through Berkshire Music Trust.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning. Students may choose to bring an instrument if they would like to use this during their music lesson.

CONTACT

Curriculum Leader: Mr Butchers



MUSIC

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERM 1	<i>Building Blocks</i> Students learn the basics of musical elements, including rhythm and pitch notation.	<i>Music from China & Japan</i> Students learn about instruments, structures and scales from the Far East and perform and compose music associated with these areas
ASSESSMENT OPPORTUNITIES	Baseline testing and mini performance opportunities.	Performances and compositions
TERM 2	<i>Performing and composing</i> Students develop on the basics of performing and composing	<i>The Blues</i> Students learn about the 12 Bar Blues and the Blues Scale, as well as other pieces that follow this structure
ASSESSMENT OPPORTUNITIES	<i>Extended performance</i> and assessed composition	Extended performance in ensembles
TERM 3	<i>Music from Africa and the Caribbean</i> Students learn about music and its context from both Africa and the Caribbean.	<i>Film Music</i> Students learn about how music in film is used to help shape the narrative.
ASSESSMENT OPPORTUNITIES	Students will perform a range of pieces from both Africa and the Caribbean	<i>He's A Pirate</i> performance <i>Setting the Scene</i> composition
TERM 4	<i>Composing using computers</i> Students learn how to manipulate music using specialist software.	<i>Britpop and Wonderwall</i> Students learn about the history of Britpop and this leads to a performance of <i>Wonderwall</i>
ASSESSMENT OPPORTUNITIES	Students will be able to present a piece of music that they have composed using computers	Large ensemble performance of <i>Wonderwall</i>



TERM 5	<i>Music through History</i> Students learn about how classical music has changed from 1600 to the present day	<i>Ground Bass</i> Students learn about how bass lines affect harmony and ensemble performance
ASSESSMENT OPPORTUNITIES	A range of performance opportunities through this term will be assessed.	A composition, using rules of harmony, over a Ground Bass A performance of <i>Time Lapse</i>
TERM 6	<i>Planets Composition</i> Students compose work inspired by Gustav Holst. <i>Band Work</i> Students form bands to cover <i>Pompeii</i> by Bastille	<i>Computer Game Music</i> Students learn how music is used in computer games. <i>Band Work</i> Students create their own bands and create an "own choice" performance
ASSESSMENT OPPORTUNITIES	Performances of compositions Band performances	Performance of <i>Mario Bros</i> Own choice performance, assessed with GCSE criteria.



PERSONAL DEVELOPMENT

OVERVIEW

At River Academy, we recognise that the personal development of our students is a fundamental part of our academic and pastoral work. It is our intention to create good local, national and global citizens, who develop good character and resilience. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals whilst doing this. We aim to teach students about British values, mutual respect and tolerance.

ASSESSMENT OBJECTIVES

There is no formal assessment in this subject.

ASSESSMENT STRUCTURE

Teachers will gauge the students' understanding of the curriculum through a variety of non-examined approaches, included but not limited to:

- Verbal responses and discussions
- Short written responses

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students may explore the content of the Personal Development Curriculum further through websites such as:

- [Careers - BBC Bitesize](#)
- [Study support - BBC Bitesize](#)
- [British Values - Young Citizens](#)
- [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

ENRICHMENT OPPORTUNITIES

Through the Electives Programme there will be opportunities to join a variety of Personal Development related Clubs, including (but not limited to):

- First Aid Club
- Debating Club
- Mock Trial Club

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning.

CONTACT

Curriculum Leader: Mrs Billingham



PERSONAL DEVELOPMENT

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERM 1	Identity <ul style="list-style-type: none"> • Who am I? • Online identity • Why is diversity valuable? • Why are stereotypes so damaging? • How can I stand up for what is right? 	Online Safety <ul style="list-style-type: none"> • Cyber bullying: Trolling • Online grooming • Sexting and pornography • Social media • The Dark Web • Deepfake and AI
TERM 2	Looking after Me <ul style="list-style-type: none"> • Making healthy choices • Dreams and goals • Mental health and emotions • Social media and peer pressure • Mental health coping strategies • First aid 	Managing Pressures and Challenges <ul style="list-style-type: none"> • Choices • Teenage Pregnancy • My family and expectations • Failure • Loss, grief and bereavement • Abusive behaviours
TERM 3	Community, Social Skills, Conflict and Disability <ul style="list-style-type: none"> • School community • Hidden disabilities • ADHD • Dyslexia and dyscalculia • Self-belief, confidence and positive language • Assertiveness in relationships 	Personal Changes <ul style="list-style-type: none"> • Physical changes in puberty • Mental changes in puberty • Gender • Sexuality • Marriage and civil partnerships • Stonewall • The future
TERM 4	Maintaining and Developing Healthy Relationships <ul style="list-style-type: none"> • Healthy relationships • Personal space • Conflict management and resolution • Negotiation 	Careers <ul style="list-style-type: none"> • Challenging Career Stereotypes • Workplace skills • Exploring pathways • Target and Goal setting • Apprenticeships and Technical Education • Socially-Just careers



		<ul style="list-style-type: none">• Enterprise skills• Equality and Diversity in careers
TERM 5	Citizenship <ul style="list-style-type: none">• Democracy in the UK• Liberty and responsibility• Political parties and voting• Multicultural Britain• Supporting your community	Relationships <ul style="list-style-type: none">• Romantic and intimate relationships• Challenges in relationships• Relationships and the media• Consent and communication• Contraception• STIs
TERM 6	Careers <ul style="list-style-type: none">• Using Unifrog for Careers Education• Exploring my future• STEAM subjects• Looking ahead• Who inspires us?	Making Risk and Social Influences <ul style="list-style-type: none">• Assessing risk and gambling• Online risks• Gangs• Weapons• Alcohol and smoking• Drugs

Personal Development is a non-examined subject.



PHYSICAL EDUCATION

OVERVIEW

The PE curriculum at River Academy is designed to not only ensure all students are actively engaged in physical education, but to stimulate a lifelong love of sport as they go on to lead healthy and active lifestyles throughout their time at River Academy and beyond.

ASSESSMENT OBJECTIVES

Students will:

- Engage fully in competitive sports and activities
- Understand the principles behind living active and healthy lifestyles
- Participate in a wide range of physical activities
- Be physically active for sustained periods of time

Students will be taught to:

- Develop lifelong skills such as teamwork, communication and leadership through a range of team sports
- Understand what outstanding performance looks like and how to analyse their own and others' performances
- Participate in activities where they will solve problems either individually or within a group
- Perform a range of gym-related exercises, leading to independence and responsibility for leading a healthy lifestyle
- Perform a range of dance styles and forms.

ASSESSMENT STRUCTURE

Assessment in Core PE will occur at the end of each half term, at the end of each activity. Each student will be scored out of 20 for their competency in core skills as well as their ability to successfully apply these core skills into a game or match situation. The criteria is similar to that of the GCSE assessment.

GROUPINGS

There are 6 classes in the year group, with two participating in PE at any one time. There will be single- and mixed-sex PE throughout the year.

ENRICHMENT OPPORTUNITIES

There are a range of enrichment opportunities in PE including a vast selection of after-school clubs throughout the year. This includes opportunities to play in fixtures against other schools. There are also termly interhouse competitions where the students compete for their tutor group against other tutor groups. Some of the sports include football, netball and touch rugby.

EQUIPMENT REQUIRED

Compulsory PE Kit:

- River Academy PE/Sports Unisex polo top



- Black PE shorts or skorts
- Knee length football style black sports socks for the Autumn and Spring terms, with white crew length socks for the Summer terms.
- Football boots
- Non-marking trainers. Astro turf trainers are also acceptable.

Optional PE Kit:

- Plain black pullover/sweatshirt or the River Academy unisex jersey top
- Plain black tracksuit pants
- Plain black leggings
- Plain black hoodless coat/anorak
- Plain black or navy or grey headscarves/turbans/hijabs

** Students competing in football and hockey must have shin pads. In hockey, they must have mouth guards. **

CONTACT

Curriculum Leader: Mr Clare



PHYSICAL EDUCATION

	COURSE CONTENT: KNOWLEDGE AND SKILLS	
	YEAR 7	YEAR 8
TERM 1	In football and touch rugby, students will learn basic core skills such as passing, moving into space and methods of scoring.	In football and touch rugby, students will recap core skills before applying these into game situations. They will also learn the decision making involved and why they perform specific skills in certain situations.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 2	In netball, students will learn basic skills such as footwork, positions, movement, passing and shooting. In handball, students will learn defensive formations, passing, dribbling and shooting.	In netball, students will build upon their knowledge from Year 7, but also learn more around tactical play explore the role of each position in greater depth. In officiating, students will discuss the role of a referee and their importance, as well as learning to officiate in multiple sports.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 3	In badminton, students will learn basic core skills such as the serve, clear, drop and smash. In health and fitness, students will cover the different components of fitness and how they can be applied to sport.	In badminton, students will build upon their work in year 7, whilst also learning tactical play and how to move their opponent on the court. In health and fitness, the students will learn different training methods and how to apply them into sports.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.



TERM 4	In dance and gym, students will learn basic skills such as balances, movement and rotations as well as implementing these into routines. Basketball includes basic skills such as passing, dribbling and shooting.	In dance and gym, students will build upon their skills from Year 7, as well as looking at working from different heights whilst both on the ground and in the air. In hockey, students will learn how to dribble, pass, shoot and tackle as well as understanding key game principles.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 5	In athletics, students will learn techniques needed to be successful in track and field events. In cricket, students will learn basic bowling, batting and fielding techniques.	Students build on their knowledge from Year 7 and work with heavier weighted equipment and jump higher/further. Students will learn tactical elements of the game, such as running between the wickets and line and length when bowling.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 6	In athletics, students will learn techniques needed to be successful in track and field events. Students will learn the rules and techniques needed to be successful in striking and fielding games.	Students build on their knowledge from Year 7 and work with heavier weighted equipment and jump higher/further. Students will learn tactics, fielding positions and different methods of getting players 'out'
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.



SCIENCE

OVERVIEW

At Key Stage 3, pupils follow a bespoke ‘in-house’ curriculum that uses the National Curriculum as its framework. We have designed this with the Key Stage 4 curriculum in mind – giving student’s a strong fundamental understanding from which to build. Students will develop their knowledge and understanding of a range of science topics throughout the year and there are multiple opportunities for engaging practical work.

ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 science is designed to ensure that students have understood and acquired the key skills, subject knowledge and concepts required for success at Key Stage 4 and beyond.

Students will receive bespoke feedback in the form of ‘re-teach’ tasks after each assessment, to ensure that they are reflecting and improving on their work. Low stakes assessment happens every lesson to ensure that students are understanding the content as it is taught.

ASSESSMENT STRUCTURE

Students will be assessed in the following skills:

- Analysing data
- Drawing graphs
- Recall of factual content
- Extended pieces of writing

GROUPINGS

Students are placed in sets most suitable for their ability. A range of data is used to decide on the students’ sets, and this is reviewed regularly.

EXTENDED STUDY INFORMATION

Students can access extra resources through:

- Seneca: [Free Homework & Revision for A Level, GCSE, KS3 & KS2](https://www.senecalearning.com) ([senecalearning.com](https://www.senecalearning.com))
- BBC Bitesize: [KS3 Science - BBC Bitesize](https://www.bbc.com/bitesize)

ENRICHMENT OPPORTUNITIES

At River Academy, our ambition is that all students will feel empowered and inspired to pursue a career in STEM. As part of this, our students will examine a variety of different careers, industries and individual scientists in their Key Stage 3 lessons, and during whole school STEM weeks.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning.

CONTACT

Curriculum Leader: Dr Dukinfield



SCIENCE

YEAR 7		
TERMS 1 AND 2		
Assessment		
Students will set an 'end of unit' assessment at the end of every unit (amounting to ~2 'end of unit assessments' per term. Students will also sit two 'cumulative' assessments per term during whole school assessment windows.		
Unit	Discipline	Content
Scientific skills	General	<p>In the 'scientific skills' unit, students will study the scientific method and process. This involves the study of the story of how science came to be, what type of methodologies constitute 'good science' and how data from an investigation is communicated, presented and reviewed.</p> <p>Students will complete their own scientific investigations, as a tool to teach them how to:</p> <ul style="list-style-type: none">• Appropriately handle pieces of scientific equipment,• Present data on different types of graphs,• Name variables, hazards and precautions, and• Write excellent methods so their investigations can be repeated by other young scientists.
Cells	Biology	<p>In the 'cells' unit, students will study the different types of cells that all living organisms are composed of. They will describe the appearance and function of different organelles, and use this information to state the adaptations of specialised cells and relate this to their function, before describing how cells are organised into a larger organism.</p> <p>Furthermore, they will prepare cell samples from different organisms to view under a light microscope and compare these images to what might be seen with a high-power electron microscope.</p>
Particles	Chemistry	<p>In the 'particle' unit, students will study how particles are arranged in three different states of matter and relate this to the properties of different materials. They will explore the different physical changes that happen between states and begin to relate this to concepts like energy and forces, which will be further expanded upon in later units.</p>
Forces	Physics	<p>In the 'forces' unit, students will study the effects of different types of forces on an object and begin to relate this to concepts like motion, extension and compression. They will explore the idea that forces</p>



		can act in multiple different directions and planes, and use simple calculations to resolve those forces.
TERMS 3 AND 4		
Reproduction	Biology	In the 'reproduction' unit, students will build on the concepts of 'cells' and look at how those cells are organised and specialised for the reproductive system. They will describe the anatomy of human and plant reproductive systems, and begin to study the changes that happen during an organism's development, from its conception.
Atoms, elements & compounds	Chemistry	In the 'atoms, elements & compounds' unit, students will advance their idea of the 'particle model', linking the concepts of atoms to descriptions of elements and compounds. They will use the periodic table to describe the features and nomenclature of elements and compounds and study the difference between them through both practical and non-practical study.
Mixtures	Chemistry	In the 'mixtures' unit, students will use their knowledge of particles, elements and compounds to investigate how mixtures can be separated from one another according to their properties. They will participate in a number of different investigations, including chromatography, crystallisation and distillation, giving plenty of opportunities to develop new practical skills.
Motion	Physics	In the 'motion' unit, students will use their knowledge of forces to investigate how an object moves – calculating speed and acceleration and then plotting this information on graphs like 'distance time graphs'.
Energy	Physics	In the 'energy' unit, students will describe how energy is transferred between stores – and link this back to their previous study of particles. They will explore the concept of 'wasted' energy and efficiency, and perform a practical that quantifies the store of chemical energy in every-day food items.
TERMS 5 AND 6		
Electrical circuits	Physics	In the 'electricity' unit, students will study how energy is transferred between components in an electrical circuit. They will build simple circuits and use them to explore ideas like charge, current and potential difference. Furthermore, they will begin to study how circuits can be made more complex with additional loops and components – and describe the impact of this numerically.



Interdependence	Biology	In the 'interdependence' unit, students will look at how whole organisms behave as part of complex, interconnected food webs and ecosystems. They will perform field work to describe how organisms are affected by factors like sunlight, the built environment and predators – and suggest the consequence that this could have for different types of ecosystems.
Space	Physics	In the 'space unit', students will use their knowledge of forces to study the universe, gravity and the structures inside our solar system. They will link the concept of forces to the movement of planets, moons and stars – and state the impact this has on events like days, seasons and years.

YEAR 8		
TERMS 1 AND 2		
Assessment		
Students will set an 'end of unit' assessment at the end of every unit (amounting to ~2 'end of unit assessments' per term. Students will also sit two 'cumulative' assessments per term during whole school assessment windows.		
Unit	Discipline	Content
Tissues & Organs	Biology	In the 'tissues & organs' unit, students will study the anatomy and physiology of three different organ systems: the muscular, skeletal and respiratory system. Furthermore, they will look at the impact that recreational and medicinal drugs have on these systems. This builds upon the 'cells' unit from Y7 and is the first time that students have studied a whole system – rather than just its organelles, cells, tissues or individual organs.
Acids & Alkalis	Chemistry	In the 'acids & alkalis' unit, students will study the pH scale, the indicators used to assess this scale and, for the first time, write word equations in the context of neutralisation reactions. Students will make copper sulphate from copper oxide and sulphuric acid – linking back to the techniques developed in the Y7 'mixtures' unit.
Movement & Pressure	Physics	In the 'movement & pressure' unit, students will calculate unknowns from simple three variable equations, including speed, acceleration, moments and pressure. They will learn to read simple speed distance time graphs and relate this content back to



		the principles of force and motion, learned in the Y7 'forces' unit.
Changing substances	Chemistry	In the 'changing substances' unit, students will study a variety of chemical reactions, like neutralisation, oxidation and combustion. Importantly, and for the first time, students will write these reactions as both word and balanced symbol equations, using the knowledge of chemical symbols and the periodic table learned in the 'atoms, elements and compounds' unit from Y7. Students will also complete a variety of practicals looking at proving whether a chemical reaction has indeed happened.
TERMS 3 AND 4		
Respiration & Photosynthesis	Biology	In the 'respiration & photosynthesis' unit, students will begin to describe the processes of respiration and photosynthesis, as well as looking at the factors that can limit these reactions. Students are already familiar with the principles of these process from previous Biology units, like 'tissues and organs' and 'cells'.
Waves	Physics	In the 'waves' unit, students will begin their study of light and sound waves as a means to transfer energy from one store to another. This builds on the concept of energy stores and transfers, introduced in the Y7 'energy' unit. Students will use simple ray boxes to investigate concepts like refraction and reflection and will study colour theory from the perspective and absorption and wave frequency.
Nutrition	Biology	In the 'nutrition' unit, students will study diet, nutrition, the anatomy and physiology of the digestive system, and the enzymes that make digestion possible. They will also complete investigations to test the nutritional content of different foods, through simple food tests. Students are already familiar with some systems from the 'cells' and 'tissues and organs' unit and can confidently describe chemical reactions from their study of 'changing substances'.
Earth systems	Chemistry	In the 'earth systems' unit, students will study the geology of the Earth, alongside its atmosphere in the context of greenhouse gases and climate change. Students will have the opportunity to improve their oracy through the debate of climate change action and policy, as well as build on their study of the relationship between particles and chemical properties from the Y7 'particles' unit.



TERMS 5 AND 6		
Life diversity	Biology	In the 'life diversity' unit, students will begin their study of genetics in the context of units of inheritance, and natural and artificial selection. Students will study how genes become more common over time in the population, building on previously taught themes from the Y7 'cells' and 'reproduction' unit.
Resistance	Physics	In the 'resistance' unit, students will build on their knowledge of current, voltage and simple circuits from the Y7 'electricity' unit. They will investigate how different factors (like the length of a wire) can affect the resistance of a circuit and look at the applications of this in circuits around the home.
Magnetism	Physics	In the 'magnetism' unit, students will study magnets, magnetic materials and electromagnets – linking this to the Y7 'electricity' unit. Students will build their own electromagnets from simple electrical equipment and investigate the factors that change the strength of it.