



Programmes of Learning 2021-22

Year 8

The information on the following pages is intended as a summary of topics covered across the curriculum for Year 8. Teaching staff follow more detailed schemes of learning which are constantly being updated to reflect changes in the curriculum (at Key Stages 2, 3 and 4).

If you would like any further information on a particular subject's curriculum please contact the Head of department below:

Heads of Department

Head of Art, Helen Sevink helensevink@varndean.co.uk

Lead Computing Teacher, Maria Prasanna mariaprasanna@varndean.co.uk

Head of Dance, Helen MacDonald helenmacdonald@varndean.co.uk

Head of Drama, Jolie Bartley joliebartley@varndean.co.uk

Head of English, Dawn Gillam dawngillam@varndean.co.uk

Acting Head of Geography, Lloyd Durbin lloyddurbin@varndean.co.uk

Head of Health & Social Care, Aurelie Elder aurelieelder@varndean.co.uk

Head of History, Anita Turner anitaturner@varndean.co.uk

Head of Languages, Lorraine Newman lorrainenewman@varndean.co.uk

Head of Mathematics, Nicola Raven nicolaraven@varndean.co.uk

Head of Media, Dave Fouracre davidfouracre@varndean.co.uk

Head of Music, David Berliner davidberliner@varndean.co.uk

Head of Physical Education, Calum Thomas calumthomas@varndean.co.uk

Head of Science, Laura Bush laurabush@varndean.co.uk

Acting Head of Philosophy and Ethics and Sociology, Sean Trelawny
seantrelawny@varndean.co.uk

Head of Technology (incl Creative iMedia), Stuart Davies stuartdavies@varndean.co.uk

Year 8 - Art and Design

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Shared View</p>	<p>Animals in art: Artist research:</p> <ul style="list-style-type: none"> → <i>Australian Indigenous Art</i> → <i>Indigenous American Art</i> → <i>endangered species - Joel Sartore</i> • X-ray animals • Paintings of animals <p>Exploring visual elements: Pattern repeats, colour, symmetry, structure.</p>	<p>Prep based on theme of Australian Indigenous Art</p> <p>Other assessments: Sketchbook checks - feedback and review for improvements</p>
<p>Autumn 2:</p> <p>Shared View</p>	<p>Animals in art: Artist research:</p> <ul style="list-style-type: none"> → <i>Australian Indigenous Art</i> → <i>Indigenous American Art</i> → <i>endangered species - Joel Sartore</i> • X-ray animals • Paintings of animals • Sgraffito work <p>Exploring visual elements: Pattern repeats, colour, symmetry, structure.</p>	
<p>Spring 1:</p> <p>Objects and Viewpoints</p>	<p>Still life technical drawing skills:</p> <ul style="list-style-type: none"> - focusing on line, tone form, proportion, shape and scale. Focus on the theory of drawing geometric forms by Cezanne. <p>Artist research on chosen artists.</p> <ul style="list-style-type: none"> • Wayne Thiebaud, Lisa Milroy etc. <p>Exploring visual elements: Observational drawing, proportion, scale, tone, shape, form, positive & negative space, viewfinders.</p>	<p>Prep based on theme of Objects and Viewpoints</p> <p>Other assessments: Sketchbook checks - feedback and review for improvements</p>
<p>Spring 2:</p> <p>Objects and Viewpoints</p>	<p>Objects and Viewpoints - realising ideas:</p> <p>Development of work with clay outcome: pop art or coil pots.</p> <ul style="list-style-type: none"> • Louise Daneels, Kitty Shepard <p>Exploring visual elements: Line, tone, form, proportion, structure.</p>	
<p>Summer 1:</p> <p>Illustrating Art</p>	<p>Illustration project: Artist research on chosen artists:</p> <ul style="list-style-type: none"> → Shaun Tan 	<p>Prep based on theme of: Illustrated Art</p>

	<p>→ Jon Burgerman → Ricardo Pirecco</p> <p>Outcomes could include: posters, magazine covers, typefaces.</p> <p>Exploring visual elements: Colour, line, tone, 3D perspective, scale, movement, viewpoints.</p>	<p>Other assessments:</p> <p>Sketchbook checks - feedback and review for improvements</p>
<p>Summer 2: Illustrating Art</p>	<p>Studio Ghibli: Investigate and research the animations and produce outcomes inspired by the work of Hayao Miyazaki.</p> <p>Drawing, colour work, illustration</p> <p>Exploring visual elements: Colour, 3D perspective, scale, viewpoints.</p>	
<p>Suggestions for independent study and home support</p> <p>Visit local museums and galleries. Draw from observation or imagination.</p> <p>Autumn term - Explore a variety of alternative cultures from other countries. Summer term - Look more in-depth at comic book art. Make your own comic book/cartoon.</p>		
<p>Literacy (keyword link) Pattern, repeated, colour, symmetry, structure, proportion, tone, shape, form, viewfinders, positive/negative space, perspective, aerial perspective, scale, movement, line, monoprinting, collage.</p>	<p>Numeracy Pattern, symmetry, proportion, enlargement, scale, perspective.</p>	<p>Other Independent learning - development of ideas for the final piece.</p>

Year 8 Computing

Key topics	Course content	Assessment
<p>Learning Cycle 1:</p> <p>Introduction to text based programming (Python)</p>	<p>Students are introduced to a text based programming language called Python. They develop knowledge on algorithms and programming computers using clear instructions in a specific syntax. Students learn to store data in variables and assign them to different data types (e.g. integer, decimal, boolean) as well as asking users for input. They are then introduced to Turtle programming to recognise the importance of sequencing in programming and writing their first block of code - a true program.</p>	<p>Prep:</p> <p>Programming worksheets (knowledge)</p> <p>Other assessments:</p> <p>Python assessment on Doodle (knowledge)</p> <p>Python assessment on Google Form (knowledge)</p>
<p>Learning Cycle 2:</p> <p>Web development: HTML /CSS: Living in the digital world: Developing a website on ethics, laws, online safety</p>	<p>Students learn the basics of HTML and CSS to develop a website. They understand how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They also discover how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered here too. A simulated data collection exercise via a web form takes place to stimulate discussion on the privacy of data.</p>	<p>Prep:</p> <p>Skills quizzes on Doodle (knowledge)</p> <p>Skills quiz worksheet (knowledge)</p> <p>Other assessments:</p> <ul style="list-style-type: none"> • Web development workbook • Website development (communication, skills, knowledge) Understanding • HTML Doodle quiz.
<p>Learning Cycle 3:</p> <p>Programming, algorithmic thinking, solving problems using text based programming (Python)</p>	<p>Students build on their programming skills and learn complex programming constructs such as conditional (IF statements), iteration (FOR loops and WHILE loops) and functions (advanced). Knowledge and skills to use these constructs are applied in a live programming challenge set over two lessons: Python Challenges.</p>	<p>Prep:</p> <ul style="list-style-type: none"> • Code Combat <p>Other assessments:</p> <ul style="list-style-type: none"> • Algorithm problems • Python Challenges
<p>Learning Cycle 4:</p> <p>Computing in our World</p>	<p>Students learn about graphics, storage and file types. They explore the inside of a computer and the components. Students explore different types of networks (including the internet), connections, and data sharing, and look at the advantages and disadvantages of each. Ethical and environmental issues are considered throughout, and this topic ends with a look</p>	<p>Prep:</p> <p>Hardware / Software task</p> <p>File Formats descriptors</p> <p>Other assessments:</p> <p>End of KS3 assessment</p>

	to the future of technological developments.	
--	--	--

Suggestions for independent study and home support

BBC bitesize for KS3 Computing [KS3 Computer Science - BBC Bitesize](#)

Codecademy: <https://www.codecademy.com/>

Rapid router: <https://www.codeforlife.education/rapidrouter/>

Apps for good: <http://www.appsforgood.org/>

--

Literacy / key words:	Numeracy	Other
Algorithm, program, iteration, sequence, conditional, variables, constants, integers, float, boolean, binary, apps, development, sustainable, HTML, CSS, web pages, development, tags, web form, data protection, law, computer misuse.	Intrinsic to Computing at KS3. Problem solving, functions, operators, percentages, formulas.	Analytical thinking Computational thinking Creative thinking Critical thinking Innovative thinking Logical thinking

Year 8 - Dance

Key Topics	Course content	Assessment
<i>Each student takes part in dance on a carousel and does not therefore participate in Dance every half term and the timing of each of the following may vary</i>		
Rosas Danst Rosas	<p>How to use props in choreography</p> <p>Developing gesture and use of dynamics in choreography.</p> <p>Understanding relationships and choreographic devices in dance Formations.</p> <p>Performance and appreciation.</p>	<p>Homework:</p> <p>Watch Beyonce Rosas version and compare to the original version seen</p> <p>Rehearse own choreography and consider how you might continue to develop your work next lesson using levels, transitions, contact</p> <p>Other assessments: Pre assessment and final assessment</p>
Macbeth	<p>Developing style, musicality and expression in dance.</p> <p>Learning key terms for physical skills and expressive skills in dance</p> <p>Learning about choreographic skills in particular motif development.</p> <p>Further development of formations and dynamics.</p> <p>Students learn to take principal roles in the performance.</p> <p>Using professional dance work to inspire choreography -</p> <p>Developing choreography through varying relationships - action and reaction, complement and contrast, accumulation, mirroring</p>	<p>Homework:</p> <p>Research the story of Macbeth and make notes as to how you could show some of the themes through choreography</p> <p>Rehearsal of group/solo dances</p> <p>Other assessments: Pre assessment and final assessment</p>
Young Men - balletboyz	<p>Using narrative in dance to explore themes of WW1</p> <p>Learning repertoire from this professional dance</p> <p>Creating own compositions that uses the structure device narrative,</p>	<p>Watch the dance young men by balletboyz and write dance the themes you see/feel. How can you use these in your own dances through dynamics, costume,</p>

	<p>interesting transitions</p> <p>Students will also explore motif development in this work</p>	<p>formations, levels</p>
Demolition	<p>Developing students understanding of choreography and performance through the physical notion of buildings being demolished. Students will explore more complex contact work and relationships</p> <p>Students use visual aids to inspire ideas for movement</p> <p>Students look at accumulation, canon, sequential canon, unpredictable canon, contact through tableau and dynamic quality</p> <p>Students developing physical skills of falling and recovery, suspension, extension and focus</p> <p>Creating group pieces for a final performance</p>	<p>Preparation</p> <p>To watch youtube clips of buildings being demolished - how could you fall in three different ways</p> <p>Rehearse and refine dances for informal and formal assessment</p>
Martial Arts	<p>Students look at Capoeira and Tai Chi as an inspiration for their work</p> <p>They will watch examples of both styles of movement</p> <p>Students will learn set phrases that they can adapt and change for their own choreography</p> <p>Students will look at levels, formations, dynamics and contact</p> <p>In Tai Chi they will look at the 5 elements and use task cards to help create their dances.</p> <p>Students will perform and appreciate their own and other's work</p>	<p>Preparation</p> <p>Students will watch clips of both martial arts and choose three examples from each to practise and bring to their own dances.</p> <p>Students to practise and refine their own work Informal and formal assessment</p>
<p>Suggestions for independent study and home support</p> <p>Participation in contemporary dance club/company</p> <p>Street dance classes/clubs through extra-curricular dance</p> <p>Research Balletboyz</p>		

Research Rosas danst Rosas

Look at capoeira/tai chi movement styles on youtube

[Watch so you think you can dance for inspiration for choreography and movement ideas](#)

Literacy (keyword link)	Numeracy	Other
Use of keywords in description, analysis and evaluations.	Timing musically - group numbers - problem solving.	Communicating ideas and sharing ideas in group tasks.

Year 8 - Design and Technology

Key topics	Course content	Assessment
Fibres and Fabrics	<p>Students will understand about choosing a user client through to the finished product, using a variety of production techniques in the process. They will apply the principles of recycling fabric and gain an understanding of why this is important to designers. They will develop an understanding of many techniques using fibres and fabrics including pattern lay, tolerance, different components and well as using a variety of machines including CAD/CAM</p> <p>They will be able to recognize a range of smart materials including understanding how the functional properties can be changed by and external stimuli.</p>	<p>Year 8 will work on literacy and numeracy. Students will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning. They will have an exam question based assessment at the end of each rotation</p>
Cards, boards and polymers	<p>They will then learn many techniques used in graphics including the use of fonts, layering, and using textures. While producing some focused practical tasks in Cards, boards and polymers alongside the small focused practical tasks. They will learn the process of papermaking, net production, colour theory and the use of CAD/CAM. They will use a variety of software to complete all of these tasks and learn techniques for each different software, as well as using some online resources.</p>	<p>Year 8 will work on literacy and numeracy. Students will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning. They will have an exam question based assessment at the end of each rotation</p>
Food	<p>Food in Year 8 includes a 3 week taster of the GCSE in Food Preparation & Nutrition and the VCERT in Food and Cookery.</p> <p>Students learn</p> <ul style="list-style-type: none"> ● How to conduct a Food Science investigation ● Identify and respond to hygiene and safety in the kitchen ● Learn new cookery skills in pastry and pasta ● Analyse nutrition sources and 	<p>Year 8 will work on literacy and numeracy. Students will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning. They will have an exam question based assessment at the end of each rotation</p>

	<p>benefits to the diet.</p> <ul style="list-style-type: none"> • The second half of the year they complete a longer 6 week module learning more cookery skills and recipes and linking their contribution to diet and lifestyles. 	
Garden	<p>Students in Year 8 are introduced to the garden environment using existing and learning new skills and knowledge:</p> <p>Seasonality of foods Recycling and composting Vegetable varieties Conditions for plant growth Provenance Practical skills and health and safety regarding equipment and tools use as well as correct and safe use and handling of materials.</p>	<p>Year 8 will work on literacy and numeracy. Student will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning</p>
Wood, metals and polymers	<p>Students will work with a variety of materials while producing some focused practical tasks in Wood, metals and polymers. Alongside the small focused practical tasks, students will be able to identify the correct selection of tools to use in the workshop. They will learn the importance of using modelling skills to visualise products. They will develop an understanding of jigs and templates within a design-based context. Students will learn about and make use of both plastics processes and metal processes, as well as using CAD/CAM to understand how techniques in industry are moving forward.</p>	<p>Year 8 will work on literacy and numeracy. Students will be given keywords to support their learning and applied maths to real life problems and situations to support classroom learning.</p>

Suggestions for independent study and home support

various educational websites e.g. [Bitesize](https://www.bbc.co.uk/bitesize/subjects/zvg4d2p)

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

<https://technologystudent.com/>

Varndean Moodle

Useful Apps

How stuff works

Idea Sketch

Inspiration Maps

Sketch

Keywords:

Manufacture, Ferrous, non
Ferrous, Brittle,
Ductility, Durable,
Corrosion

Nutrients,
Carbohydrates,
Protein, Fats, Sugar,
Vitamins, Minerals,
Fibre, Water
Sustainability, Reuse,
Recycle, Renew,
Carbon Footprint,
Fairtrade, Natural
fabrics,
Environment, Alteration

Sustainability,
Organic Farming,
Alternative Farming
Methods, herbicide,
Potassium.

Layout, Font,
Contrast, Impact,
Appropriate,
Relevant
Nutrients, Carbohydrates,
Protein, Fats, Sugar,
Vitamins, Minerals, Fibre,
Water, Bacteria,
Pathogenic, HACCP
(Hazardous Analysis &
Critical Control Points)
COSHH (Control of
Substances Hazardous to
Health)

Numeracy:

1mm = 0.1cm
10mm = 1cm
50mm = 5cm
55mm = 5.5cm
100mm = 10cm
To convert mm to cm $\div 10$
To convert cm to mm $\times 10$

Other:

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

<https://technologystudent.com/>

Varndean Moodle

Useful Apps

How stuff works

Idea Sketch

Inspiration Maps

Sketch

Communication

Presentation

Team work

Independent skills

Research development

Time management

Year 8 - Drama

Key topics	Course content	Assessment
<p>Learning Cycles 1 - 4</p> <p>Mask, Move, Mime</p>	<p>GCSE Specification Criteria Covered: Collaboration Creativity Drama Medium Space / levels Mime / movement / gesture Voice / spoken language Use of lighting / sound Elements of Drama Characterisation Plot Climax / anti climax Response Strategies Still Image Hot seating Thought Track Role play Narration</p> <p>To explore mime, movement, mask as drama techniques To explore conflict through mask and mime</p> <p>DRAMA CRAFT Voice / Movement - connecting with audience Characterisation</p>	<p>Homework:</p> <p>Research drama texts, script writing, line learning.</p> <p>Other assessments:</p> <p>End of half term performance assessment of: Group work Voice and movement Techniques, form and structure Evaluation skills</p>
<p>Quest</p> <p>Godot</p>	<p>Style - domestic / abstract</p> <p>As an isolated tribe, the Shamen must select a successor, save the village from a natural disaster, choose who comes on the quest and test competitors for stealth.</p> <p>DRAMA CRAFT Voice - connecting with audience, soundscape (in the ritual) Movement - choreographed , canon and unison Characterisation - language (ancient tribe) Choral Repetition - the Villagers “we’re the villagers and ...” Physical Theatre - the Natural Disaster Cross Cut - split stage; Shamen’s Hut/Villagers at work.</p>	

	research and prepare a lesson for presentation to include at least 2 strategies / medium / elements of drama.	structure Evaluation skills
Suggestions for independent study and home support Theatre visits, various educational websites e.g. https://www.bbc.co.uk/bitesize/subjects/zbckjxs all aspects of school productions.		
Literacy: Response strategies Still image Thought-tracking Narrating Hot-seating Role play Cross-cutting Forum theatre Marking the moment Performance keywords Voice and movement, Roles and characterization, communication, content, style, form.	Numeracy: Circles, squares. Group sizes Stage dimensions Lighting rig numbering Height, length, weight	Other: PLTS Creative thinking; time management; independent learning; teamwork; reflective learners. Reading Listening Public address

Year 8 - English

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Rhetoric and Animal Farm</p>	<p>Students will research the social, historical and cultural context of the text and the nature of allegory in order to understand how these influence the writing process. Students will then study the plot, the characters and the themes of the text. In addition, they will also study the writer's craft, exploring the texts' explicit and implicit meanings and how the writer uses symbolism, language and structure to create effects and meanings for the reader. Alongside this unit, students will explore rhetoric and use what they learn to analyse speeches within the novel.</p> <p>In addition to this, students will also develop their analytical writing skills. As part of this unit, students will also produce a number of pieces of nonfiction writing based on ideas in this novella.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork and student progress in reading and writing skills.</p> <p>Assessment: Students will complete a knowledge based quiz on the unit and a reading assessment exploring the language and structure of <i>Animal Farm</i>.</p>
<p>Autumn 2:</p> <p>Gothic Villains</p>	<p>Students will study the genre of Gothic with a particular focus on the role of the villain and how this character is portrayed. This will involve studying extracts from fiction texts, nonfiction articles, and poetry. They will explore the social and historical context of each text and how this might influence the portrayal of these characters. In addition, students will also gain an understanding of the conventions and writing methods through which these characters are brought to life.</p> <p>Students will revise and extend their skills of textual analysis but also use the skills they discover to enhance their own creative writing.</p>	<p>Preparation: Students will receive fortnightly preparation tasks involving learning sections of a knowledge organiser about the topic.</p> <p>Assessment: Students will complete a knowledge quiz and a reading assessment where they will analyse an extract from a Gothic story.</p>

<p>Spring 1:</p> <p>Back to Back Reading</p>	<p>Students study their first novel, exploring meaning, characterisation, language and context. Central to this is the teaching and exploration of metacognitive reading skills, enhancing students' ability to decode writing. This aims to equip students with the higher level reading skills required to explore more challenging texts, both at KS3 and KS4.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork and student progress in reading and writing skills.</p> <p>End of unit assessment: Students will complete a piece of descriptive/creative writing influenced by the story.</p>
<p>Spring 2:</p> <p>Back to Back Reading</p>	<p>Students study their second novel, exploring meaning, characterisation, language and context. Central to this is the teaching and exploration of metacognitive reading skills, enhancing students' ability to decode writing. This aims to equip students further with the higher level reading skills required to explore more challenging texts, both at KS3 and KS4.</p>	<p>Preparation: Students will receive fortnightly preparation tasks which support classwork and student progress in reading and writing skills.</p> <p>End of unit assessment: Students will complete a reading assessment based on the novels studies this term.</p>
<p>Summer 1:</p> <p>War</p>	<p>Students will explore a range of literature focusing on the First and Second World War. This includes poetry, fiction and nonfiction, written at the time by both men and women of different nationalities. Students will also study more modern texts which focus on the subject of war. As part of their study of the social, historical and cultural contexts of the texts, they will also study propaganda posters, recognising their bias and investigating how they seek to persuade through choices of image and language.</p> <p>Through this unit, Students will extend their skills of written poetry analysis, using quotations to discuss the effects created by poets through language. In addition, students will develop their skills of comparison in order to explore how authors from alternative historical and cultural contexts portray The Great War differently.</p>	<p>Preparation: Students will receive fortnightly preparation tasks involving learning sections of a knowledge organiser about the topic.</p> <p>Assessment: Students will complete a knowledge based quiz on the unit and a creative writing assessment.</p>
<p>Summer 2:</p> <p>Journey's End Modern drama</p>	<p>Students will develop their study from the unit on 'War' to study the play by R C Sherriff.</p>	<p>Preparation: Students will receive</p>

	<p>They will study conventions used in drama texts and how the playwright has presented their experiences in their writing. As part of their study they will explore the social, historical and cultural context of the play.</p>	<p>fortnightly preparation tasks involving learning sections of a knowledge organiser about the topic.</p> <p>Assessment: Students will complete a knowledge based quiz on the unit and a reading assessment.</p>
--	---	--

Suggestions for independent study and home support:

- Students should ensure that they are completing regular, private reading which incorporates a range of texts from different genres and includes both fiction and nonfiction.
- Writing book reviews
- Finding and reading other texts by the authors we are studying in class.
- Completing further research into the historical, cultural or social context of texts being studied
- Completing creative writing activities; fictional writing or poetry
- Completing descriptive writing of a favourite place or a situation which is of interest
- Completing some non-fiction writing: a speech, newspaper article, a leaflet or a poster using the devices to achieve the intention of the piece, be it to inform, explain, persuade, argue or advise. The basis for this could be a place visited or a topic which is of interest.

KEY SKILLS

<p>Literacy: Adjectives Alliteration Adverb Advise Analysis Argue Article Concise Connectives Colons Dashes Describe Description Emotive Exclamation Explain Full stops</p>	<p>Numeracy:</p>	<p>Other:</p>
--	-------------------------	----------------------

Imagery Inference Inform Language Metaphors Narrator Noun Onomatopoeia Personification Persuade Prediction Punctuation Questioning/ question marks Repetition Review Semi colons Sensational Sense Similes Speech marks Statement Structure Summary Theme Verb Visualising		
--	--	--

Year 8 Modern Languages ~FRENCH

French is studied across two pathways
 Pathway A - As a first language - from Year 7 until christmas Yr 8
 Pathway B - As a second language from January until end of year.

Key topics	Course content	Assessment
<p>Pathway A Students study the language they studied in year 7.</p> <p>Autumn 1: Unit 5: Mon quartier</p>	<ul style="list-style-type: none"> - Understand places in town, - Describe a town - Ask for and give directions - Arrange to go out - Discuss meeting places (compare spoken and written French) - Identify and describe the location of places on a map <p>Grammar, language strategies and pronunciation</p> <ul style="list-style-type: none"> - Il y a un/une/des ..., il n'y a pas de/d' ... - Word order (position of adjectives) - Use mais and par contre to create contrasting sentences - The imperative - Au/à la/à l'/aux - Use sequencing connectives - Vouloir and pouvoir - Reading and listening strategies - Prepositions of place + du/de la/de l'/des - Map skills - Saying 'there is' and 'there isn't - Saying 'to the' and 'at the' 	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week. Other assessments: reading and speaking</p>
<p>Autumn 2:Unit 6: Ça, c'est mon truc</p>	<ul style="list-style-type: none"> - Talk about clothes and say what style you like - Talk about the weather and what you wear on different occasions - Say how often you do an activity - Talk about weekend activities - Talk about music and national events <p>Grammar, language strategies and pronunciation</p> <ul style="list-style-type: none"> - Present tense of regular -er verbs (porter) - Identify language patterns (adjective endings) - Possessive adjectives (son/sa/ses) - Build extended sentences using quand 	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>

	<ul style="list-style-type: none"> - Present tense of jouer and faire - Listening strategies - Reflexive verbs (se lever, se coucher) - Use the 12-hour clock - Express opinions - Regular and irregular verbs - Time expressions - Possessive adjectives (son/sa/ses) - Quand - Memorisation strategies 	
<p>Pathway B Students start learning French from scratch.</p> <p>Spring 1: Unit 1: - Tout sur moi</p>	<p>Le monde et moi Introduce yourself Say where you live, what languages you speak and your nationality</p> <p>Quelle est la date ...? Learn numbers and the months of the year</p> <p>Mon autoportrait Describe your appearance and that of another person</p> <p>Mon objet préféré Name and describe your favourite object</p> <p>Le monde francophone Name some French- speaking parts of the world</p> <p>Labo-langue Grammar, language strategies and pronunciation</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 2: Unit 2: - Mon monde perso</p>	<p>Je suis quelqu'un de bien Describe personality</p> <p>C'est quoi, une famille? Describe your family</p> <p>L'école, tu aimes? Give opinions of school subjects</p> <p>Les copains d'abord Talk about your friends and how long you have known them</p> <p>Avant et maintenant Talk in detail about your family and</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>

	<p>home Analyse differences in your personality (past/present)</p> <p>Labo-langue Grammar, language strategies and pronunciation</p>	
<p>Summer 1:Unit 3: - Autour de moi</p>	<p>Chez moi Talk about school and where you live Talk about different places to live</p> <p>À la maison des jeunes Talk about leisure activities and personal possessions</p> <p>Les animaux chez moi Talk about animals and colours</p> <p>Au parc safari Describe wild animals</p> <p>Mon animal préféré Recognise farm animals and sounds Describe favourite animals</p> <p>Labo-langue Grammar, language strategies and pronunciation</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Speaking and Reading</p>
<p>Summer 2:</p>		<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>
<p>Suggestions for independent study and home support (<i>include resources such as texts/textbooks; revision guides; websites and equipment</i>)</p> <p>The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope https://www.linguascope.com/ and languagesonline https://www.languagesonline.org.uk/ . The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo' . https://www.duolingo.com/</p>		

<p>Literacy: Please refer to the vobal list on AQA's website https://www.aqa.org.uk/subjects/language-s/gcse/french-8658/subject-content/vocabulary</p>	<p>Numeracy: Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>

Year 8 - Geography

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Impossible and fantastic places</p>	<p>Looking at different places, cultures, environments around the world.</p> <p>Students will study the following places taking into account both physical and human characteristics and evaluating what makes them 'impossible and fantastic places.'</p> <ul style="list-style-type: none"> ● Las Vegas ● Grand Canyon ● Thirsty City ● An Impossible City ● A sustainable City ● Menorca ● Thailand ● Racetrack Playa 	<p>Write a report on an Impossible City for the National Geographic Magazine.</p>
<p>Autumn 2:</p> <p>Russia, Brazil and the UK.</p>	<p>Sochi 2014, Fall of Communism, Homophobia, Ukraine, Chernobyl disaster, World cup, Olympics,</p> <p>Physical and human characteristics of Russia and where it is located in the world. Russia - urban v rural</p> <p>Brazil - key facts including where in the world it is located. Brazil carnival Brazil rainforest study Amazon tribes UK study and the wonders of the world and Stonehenge</p>	<p>End of unit assessment based on everything learnt this term including an 8 mark question on population to develop extended writing skills.</p>
<p>Spring 1:</p> <p>The Weird and Wonderful Zoo</p> <p>Ecosystems: Rainforests H2O</p>	<p>Ecosystems Environments Soils Adaptations</p>	
<p>Spring 2:</p>	<p>Tectonics Pangea Earthquakes</p>	

Our Restless Planet	Volcanoes Super volcanoes	
Summer 1: Primark or Poverty?	Globalisation Fashion Slavery Sweatshops International trade Fair trade	
Summer 2: Living on the Edge	Coasts Sea level rises Erosion Management	
<p>Suggestions for independent study and home support</p> <ul style="list-style-type: none"> • The school library stocks a wealth of books on all topics we study. • Recycling information: <ul style="list-style-type: none"> • https://www.recyclenow.com/ • https://www.recycling-guide.org.uk/recycle.html • BBC refugee: http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/road_to_refuge/ • Amazon - Bruce Parry: https://www.bbc.co.uk/programmes/b00dnk2s/episodes/guide • Human Planet: https://www.bbc.co.uk/programmes/b00lpvp • Tourism: <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zcmfb9q • https://www.visitbrighton.com/ 		

Year 8 Modern Languages GERMAN

German is studied across two pathways

Pathway A - As a first language - from Year 7 until christmas Yr 8

Pathway B - As a second language from January until end of year.

Key topics	Course content	Assessment
<p>Students study the language they studied in year 7.</p> <p>Autumn 1: Unit 4: - Freizeit und Hobbys</p>	<ul style="list-style-type: none"> ● Say what sports and musical instruments you like and don't like playing ● Say what you like and prefer doing, and what your favourite hobbies are ● Give opinions of different types of computer games ● Say how often you do something ● Talk about leisure activities ● To revise key grammar points from topic ● To revise and practise key vocabulary and language from unit 	<p>Homework: learning homework (i.e. for vocabulary tests), written homework, cultural projects, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2: Unit 5: - Wo wohnst du?</p>	<p>Meine Region</p> <ul style="list-style-type: none"> ● Say where you live and whether you like it; say what the weather is like in your region <p>Hier wohne ich</p> <ul style="list-style-type: none"> ● Describe what type of house and neighbourhood you live in <p>Mein Haus</p> <ul style="list-style-type: none"> ● Describe the rooms in your house or flat and where they are <p>Mein Zimmer</p> <ul style="list-style-type: none"> ● Say what is in your room and where things are <p>Kathis Videoblog</p> <ul style="list-style-type: none"> ● Describe your house and your dream house <p>Sprachlabor</p> <ul style="list-style-type: none"> ● To revise key grammar points from topic <p>Extra Star</p> <p>To revise and practise key vocabulary and language from unit</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Pathway B Students start learning German</p>	<p>Willkommen!</p> <ul style="list-style-type: none"> ● Greetings; names of towns and countries <p>Wie heißt du?</p>	<p>Homework: learning homework (i.e. for vocabulary tests),</p>

<p>from scratch. Spring 1: Unit 1: - Hallo!</p>	<ul style="list-style-type: none"> • Greetings; say your name and spell it Wie alt bist du? • Use numbers 1-20; say how old you are Ich habe Geburtstag! • Use numbers 21-31; learn the months in German; say which month your birthday is in Mein Land, meine Sprache • Learn the names of some countries and languages; say where you come from, where you live and what language(s) you speak Kathis Videoblog • Say what date your birthday is; give personal information Sprachlabor • To revise key grammar points from topic <p>Extra Star To revise and practise key vocabulary and language from unit</p>	<p>cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking.</p>
<p>Spring 2: Unit 2: - Meine Familie</p>	<p>Das ist meine Familie!</p> <ul style="list-style-type: none"> • Say who there is in your family Ich habe einen Bruder • Talk about brothers and sisters Hast du ein Haustier? • Talk about pets and colours Wie bist du? • Describe yourself, your friends and family Nicos Videoblog • Talk about brothers, sisters and pets; describe zoo animals Sprachlabor • To revise key grammar points from topic <p>Extra Star</p> <ul style="list-style-type: none"> • To revise and practise key vocabulary and language from unit 	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>
<p>Summer 1: Unit 3: - Meine Schule</p>	<p>Mein Klassenzimmer</p> <ul style="list-style-type: none"> • Say what's in your classroom and what you have in your school bag Schulfächer • Say which school subjects you have; give opinions of school subjects 	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online</p>

	<p>Wie spät ist es?</p> <ul style="list-style-type: none"> Ask and say what time it is; ask and say when you have different subjects <p>Mein Schultag</p> <ul style="list-style-type: none"> Say the days of the week; ask and say on what day you have different subjects <p>Ninas Videoblog</p> <ul style="list-style-type: none"> Talk about school subjects and times Sprachlabor To revise key grammar points from topic <p>Extra Star</p> <p>To revise and practice key vocabulary and language from unit</p>	<p>self-marking activities and games.</p> <p>Other assessments: Speaking and Reading</p>
<p>Summer 2:</p>		<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>
<p>The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope https://www.linguascope.com/ and languagesonline https://www.languagesonline.org.uk/ . The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo' . https://www.duolingo.com/</p>		
<p>Literacy (keyword link) Please refer to the vocab list on AQA website https://www.aqa.org.uk/subjects/languages/gcse/german-8668/subject-content/vocabulary</p>	<p>Numeracy</p> <p>Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times.</p> <p>Spotting patterns and deciphering language 'codes' and logical grammatical patterns.</p> <p>Working out percentages from test results</p> <p>Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>

Year 8 - History

<p>Autumn 1 & 2:</p> <p>How can Empire and enslavement help us understand the modern world</p> <p>Key topics</p>	<p>How did the British Empire start? How did it move from trade to political control? What were the effects on the colonial countries and what benefits did Britain get from the Empire?</p> <p>The transAtlantic Slave Trade (Liverpool, 13 Colonies, what were African kingdoms like, slave trade triangle, involvement of slave rebellions and resistance, abolitionists, misconceptions, Why was the slave trade abolished?</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class with a particular focus on women</p>
<p>Autumn 2/Spring 1:</p> <p>How did revolutions change the world (1650-1850)</p>	<p>Was the Industrial revolution so revolutionary? What changed for the people and where they lived and worked.</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class with a particular focus on women</p> <p>Other assessments: Subject knowledge test using Google Forms</p>
<p>Autumn 2/ Spring 1:</p> <p>How democratic was Britain?</p>	<p>How democratic was Britain in the 19th century? Why did Britain not have a revolution? What was the truth about Victorian women? How did women get the vote?</p> <p>How much more democratic was Britain by 1928?</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class with a particular focus on women</p>
<p>Spring 1 & 2:</p> <p>WW1</p>	<p>Why did the First World War start in 1914? What was the First World War like? - Who fought? Key features of trenches, Battle of the Somme and War Poetry</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class with a particular focus on women</p>

<p>Summer 1:</p> <p>Conflict in the 20th Century</p>	<p>How did new ideas cause conflict? (communism and the Russian Revolution, Rise of Fascism and Hitler)</p> <p>How do you fight a Cold War? (Atomic bombs, Korean War, Cuban Missile Crisis, Vietnam War) What has caused conflict in the 20th Century - review of learning and what have been drivers of conflict, industrialisation of war, opening up of Kremlin archives</p>	<p>Homework:</p> <p>Meanwhile elsewhere... Research into other parts of the world and what was happening at the same time as the unit being studied in class with a particular focus on women</p>
<p>Summer 2:</p> <p>The Holocaust</p>	<p>Is antisemitism a modern idea? History of antisemitism and persecution, vibrancy of East European Jewish communities, antisemitism in 1930s Germany</p> <p>How were the Nazis able to implement the Holocaust? Why did it happen and the use of personal stories. Case studies of different forms of resistance and review of all causes of the Holocaust. Look at different interpretations of why and how it happened.</p>	<p>Homework:</p> <p>As appropriate to the learning in class as this is such a sensitive topic</p>
<p>Suggestions for independent study and home support</p> <p>The school library stocks a wealth of books on all topics we study. Brighton and Hove libraries have excellent resources for young people on all topics covered</p>		
<p>Literacy (keyword link)</p> <p>Follow links below for examples of keyword sheets:</p> <ul style="list-style-type: none"> • Causes of WW1 • Democracy and dictatorship • Empire • Slavery QUERIED <p>LINKS TO USE WITH ANITA TURNER</p>	<p>Numeracy:</p> <p>There are various opportunities to use numeracy skills such as using dates, statistics, graphs, spreadsheets and pie charts.</p>	<p>Other:</p> <p>Source skills - inference skills; testing a source for reliability/utility; cross-referencing sources</p>

Learning 4 Life

Key topics	Course content
Autumn 1 Drugs, alcohol and tobacco education	Setting ground rules and introduction to alcohol Understanding alcohol units and short term effects The short and long term effects of smoking The facts about cannabis
Autumn 2 The factors affecting health and wellbeing	Understand the effects of bullying and how to stop it Health & exercise Diet and healthy eating Emotional wellbeing How to build resilience and reframing failure
Spring 1 Mental health - unhealthy coping strategies	Learn what can trigger a mental illness. Be more confident in talking about this topic. Learn how to get help and support for yourself or a friend <ul style="list-style-type: none"> • Self harm • Eating disorders • Depression and anxiety
Spring 2 Sex and Relationship Education	Learn how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement Media vs real life Introduction to contraception and STIs. Child sexual exploitation
Summer 1 Citizenship	Being a good citizen, prejudice, ages in law, equality and discrimination, racism and language
Summer 2 FGM, FM, Grooming, Radicalisation	Understand what FGM is, that it is illegal, know female parts of the body (genitals). What is a forced marriage and what is not, cultural context, facts & myths, long term impact of FM on girls and women

Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.

Year 8 - Mathematics

Key topics	Course content	Assessment
<p>Autumn 1: Foundation tier Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3: Expressions and formulae</p>	<p>Integers and decimals, Multiplying and dividing integers, Multiples and factors, Prime numbers, LCM and HCF, Squares and cubes, Square roots and cube roots</p> <p>Metric measure, Imperial measure, Perimeter and area of a rectangle, Area of a triangle, parallelogram and trapezium, Area of compound shapes and Area of a circle, Circumference of a circle</p> <p>Simplifying and substituting and Indices</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Autumn 1: Higher tier Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3: Expressions and formulae</p>	<p>Factors, multiples and primes, Prime factor decomposition, LCM and HCF, Square roots and cube roots, Indices, Rounding and estimation including significant figures, Upper and lower bounds and Trial and improvement</p> <p>Metric measures (dimensions) including compound measures, Imperial measures (dimensions), Length and Area of a rectangle and a triangle, Length and Area of a parallelogram and trapezium, Circumference of a circle and Area of a circle</p> <p>Indices in algebra and Index Laws, Collecting like terms including powers and multiplying linear expressions, Expanding Brackets, Factorising expressions, Writing expressions, Formulae (Rearranging formulae including changing the subject) and Algebraic fractions</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/ misconceptions</p>
<p>Autumn 2: Foundation tier Module: Algebra</p> <p>Module 4: Fractions, decimals and percentages</p>	<p>Like terms; Expanding Brackets, Substitution into formulae; Writing a formula, Formulae in context; Rearranging formulae and Algebraic fractions</p> <p>Ordering decimals, Fractions and decimals, Adding and subtracting fractions, Fraction</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment</p>

<p>Module 5: Angles and shapes</p>	<p>of a quantity, Percentages of amounts and Fractions, decimals and percentages</p> <p>Angles, Properties of a triangle, Angles in parallel lines and Properties of a quadrilateral</p>	<p>on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Autumn 2: Higher tier</p> <p>Module 4: Fractions, decimals and percentages</p> <p>Module 5: Angles and shapes</p> <p>Module 6: Graphs</p>	<p>Fractions and decimals (including reciprocals and recurring decimals), Adding and subtracting fractions, Multiplying and dividing fractions, Percentage change (increase/decrease) including reverse percentages and Percentage problems including repeated percentage change</p> <p>Angles and parallel lines, Properties of a triangle and a quadrilateral, Properties of a polygon (including angle problems), Congruent shapes, Circle Properties and Arcs and sectors</p> <p>Midpoints of coordinate pairs, Graphs of linear functions and Curved graphs (including quadratics)</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 1: Foundation tier</p> <p>Module 5: Angles and shapes continued</p> <p>Module 6: Graphs</p> <p>Module 7: Mental calculations</p>	<p>Properties of a polygon and Congruent shapes</p> <p>Drawing straight-line graphs, Equation of a straight line, Real life graphs and Time series graphs</p> <p>Rounding, Estimating and Approximating, Mental addition and subtraction, Multiply and divide by powers of 10, Mental multiplication and division, Mental addition and subtraction problems and Mental multiplication and division problems</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 1: Higher tier</p> <p>Module 6: Graphs</p> <p>Module 7: Mental calculations</p>	<p>Midpoints of coordinate pairs, Graphs of implicit functions and Cubic graphs, Exponential and reciprocal graphs and Real life graphs, Time Series</p> <p>Arithmetic with negative integers and decimals, Order of operations, Powers of 10, Mental addition and subtraction, Mental multiplication and division and Interpreting the calculator display</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since</p>

<p>Module 8: Collecting and representing data</p>	<p>Planning a statistical investigation and data collection, Frequency tables and constructing diagrams, Cumulative frequency and Box plots</p>	<p>September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 2: Foundation tier Module 8: Collecting and representing data</p> <p>Module 9: Transformations</p>	<p>Planning a data collection, Collecting data, Pie charts, Bar charts and frequency diagrams, Averages, Averages from frequency tables and Scatter graphs and correlation</p> <p>Transformations and Combinations of transformations</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Spring 2: Higher tier Module 8: Collecting and representing data</p> <p>Module 9: Transformations</p> <p>Module 10: Equations</p>	<p>Averages (Moving averages), Interpreting statistical diagrams, Scatter diagrams and correlation and Comparing distributions</p> <p>Transformations, Combinations of transformations, Symmetry, Enlargements and Maps and Scale drawings, Similar shapes</p> <p>Linear equations (including fractions) and Simultaneous equations (constructing and solving algebraically and graphically)</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Summer 1: Foundation tier Module 9: Transformations</p> <p>Module 10: Equations</p> <p>Module 11: Written and calculator methods</p> <p>Module 12: Constructions</p>	<p>Symmetry and enlargements</p> <p>Solving one-step equations, Solving multi-step equations, Equations with brackets and Real-life equations</p> <p>Written addition and subtraction, Written methods of multiplication, Written methods of division, Order of operations, Addition and subtraction problems, Multiplication and division problems and Calculation methods</p> <p>Constructing triangles and Bisectors</p>	<p>Homework:</p> <p>Doddlelearn.co.uk tasks.</p> <p>https://www.doddlelearn.co.uk/</p> <p>Other assessments:</p> <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>

<p>Summer 1: Higher tier Module 11: Written and calculator methods</p> <p>Module 12: Constructions</p> <p>Module 13: Sequences</p>	<p>Trial and improvement, Real life equations; Solving inequalities, Multiplication (mental and written), Division (mental and written), Calculator skills in context, Powers and operations, Order of operations, Standard form for small and large numbers and Indices and surds</p> <p>Constructing triangles, bisectors and perpendiculars, Scale drawings and Bearings, Loci and Pythagoras Theorem and the applications of Pythagoras' theorem</p> <p>General term of a sequence including position-to-term rule and sequences in context (inc.patterns) and Geometric sequences; Recursive sequences and behaviour of sequences; Quadratic sequences</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Summer 2: Foundation tier Module 12: Constructions continued</p> <p>Module 13: Sequences</p> <p>Module 14: 3D Shapes</p> <p>Module 15: Ratio and proportion</p> <p>Module 16: Probability</p>	<p>Constructing perpendiculars, Loci and Scale drawings; Bearings</p> <p>Term-to-term rules; Position-to-term rules and Real life sequences; Geometric sequences</p> <p>3D shapes; Plans and Elevations, Surface area and volume of a cuboid and prisms</p> <p>Ratio; Division in a given Ratio, Direct Proportion, Ratio and Proportion and Percentage increase and decrease; Comparing Proportions</p> <p>Listing outcomes; Probability and Theoretical and Experimental probability</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p>
<p>Summer 2: Higher tier Module 14: 3D Shapes</p> <p>Module 15: Ratio and proportion</p> <p>Module 16:</p>	<p>3D Geometry, Plans and elevations; Surface area and volume of a prism and Trigonometry and Bearings</p> <p>Ratio; Division in a given Ratio, Direct Proportion, Ratio and Proportion and Comparing Proportions</p> <p>Prediction and uncertainty, Probability of combined events; Tree diagrams, Mutually</p>	<p>Homework: Doddlelearn.co.uk tasks. https://www.doddlelearn.co.uk/</p> <p>Other assessments: End of term assessment on topics covered since September 2015.</p>

Probability	exclusive outcomes and Simulations, Experimental probability, Comparing experimental and theoretical probability including independent events, Simulating experimental data and Venn diagrams and probability	Follow up lesson to go through assessment/ misconceptions
Suggestions for independent study and home support Doodlelearn.co.uk; mymaths.co.uk (Booster packs). Manga High website. BBC Bitesize, SAM Learning. Geometry Set, Pens, Pencils, Ruler.		
Literacy: Our focus in mathematics has been divided into three main areas, these are; <ul style="list-style-type: none"> ● Spelling key terms correctly ● Promoting the use of Mathematical language during lessons ● Developing literacy through discussion 	Numeracy: https://www.skillsyouneed.com/numeracy-skills.html https://www.nationalnumeracy.org.uk/what-numeracy/why-numeracy-important http://maths.com/ https://www.mathsisfun.com/definitions/	Other:

End of Year examination will take place covering all the topics for the year. These examinations will be used to set the students for Year 9.

Please note our Scheme of Learning is subject to change based on any Government strategies that may be introduced that may create the need to change our curriculum.

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Year 8 - Music

Key topics	Course content	Assessment
<p>Autumn 1&2:</p> <p>Gamelan & Minimalism</p>	<p>Students will study the traditional rhythmic roots of Indonesian Gamelan</p> <p>The shimmering qualities of Indonesian Gamelan lend themselves to whole-class, differentiated ensemble work and also lead to looking at how musical structures can use repetitive patterns in a number of different ways.</p> <p>Students will build on their experience in Yr7 of rhythm/pulse, melody and scales, this unit will develop and extend the students' understanding of the many ways music can be experienced and performed.</p> <p>20th century music has been heavily influenced by film music, which owes a huge debt to the influence of Minimalism, which is itself largely influenced by Indonesian Gamelan. This module enables students of <i>all</i> abilities to extend their ensemble performing, as well as giving them the opportunity to develop compositional work - including music technology - and to locate these related strands to their cultural and historical contexts.</p>	<p>Homework:</p> <p>Gamelan research project and background to minimalism</p> <p>Assessments:</p> <p>Group performance of traditional Gamelan pieces - focus on ensemble performance skills</p> <p>Small group/Solo performance of Tubular bells - focus on ensemble skills</p> <p>Small group/ Solo composition set to a brief in a minimalist style - focus on composition skills and minimalist techniques</p> <p>End of unit listening test - focus on texture, timbre and minimalist techniques</p>
<p>Spring 1&2:</p> <p>Film & Soundtracks</p>	<p>Students will study how composers create music to support, express, complement and enhance:</p> <ul style="list-style-type: none"> • a mood or emotion being conveyed on the screen • a significant character(s) or place • specific actions or dramatic effects. <p>They will also study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> • instruments and timbre • pitch and melody 	<p>Homework:</p> <p>Film music Description</p> <p>Assessments:</p> <p>Group performance of film music/soundtrack pieces - focus on ensemble performance skills moving to leading ensembles</p> <p>Paired composition set to a short film/film clip - focus on composition skills and</p>

	<ul style="list-style-type: none"> • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • repetition, ostinato, sequence and imitation • ornamentation • motif, leitmotif. <p>Students will gain some knowledge of:</p> <ul style="list-style-type: none"> • how music can develop and/or evolve during the course of a film or video game • the resources that are used to create and perform film and video soundtracks, including the use of technology • the names of composers of music for film and/or video games. 	<p>film music techniques.</p> <p>End of unit listening test - focus on melody, harmony, tempo and film music techniques</p>
<p>Summer 1&2: Conventions of Pop Music</p>	<p>Students will study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> • Rock ‘n’ Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day. <p>Students will study and demonstrate an understanding of:</p> <ul style="list-style-type: none"> • vocal and instrumental techniques within popular music • how voices and instruments interact within popular music • the development of instruments in popular music over time • the development and impact of technology over time • the variety and development of styles within popular music over time • the origins and cultural context of the named genres of popular music • the typical musical characteristics, conventions and features of the specified genres. <p>They will also study and understand how</p>	<p>Homework:</p> <p>Song reviews</p> <p>Assessments:</p> <p>Group performance of a popular music piece - focus on ensemble performance skills moving to leading ensembles. There will also be a focus on individual instrumental skills as students learn an unfamiliar instrument for this performance.</p> <p>Group composition set to a brief - focus on composition skills and songwriting Techniques.</p> <p>End of unit listening test - focus on texture, timbre and film music techniques</p>

	<p>composers of popular music use and develop musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> • instruments and timbre (acoustic and electric) • pitch and melody (including bass lines and riffs) • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • dynamics, expression and articulation • ornamentation • repetition, ostinato and sequence • technology including amplification and recording techniques. <p>Students will also gain some knowledge of:</p> <ul style="list-style-type: none"> • names of solo artists and groups who composed and/or performed in each genre • the changing nature of song structure • the historical and social context of the named genres of popular music • the growth of the popular music industry. 	
--	---	--

Suggestions for independent study and home support

Students may wish to listen to further examples of music from the topic being studied. This will broaden and deepen the student's knowledge for the subject matter whilst developing listening skills.

<p>Literacy (keyword link)</p> <p>Harmony</p> <ul style="list-style-type: none"> • Diatonic, dissonant, atonal, chromatic, microtonal • Chords: major, minor • Block chords/ chordal, arpeggio/ broken chord, triad, 	<p>Numeracy</p> <p>Simple & compound time: Grouping into 3s, multiples of 3 Grouping into 4s, multiples of 4</p> <p>Stereo Field: Angles up to 180 degrees</p> <p>Equalisation: Large numbers up to 20000 Reading of 4 quadrant graphs including negative numbers</p>	<p>Other</p> <p>Performance:</p> <ul style="list-style-type: none"> • practice a variety of pieces that develop their skills • demonstrate an understanding of performing with accuracy and fluency • demonstrate an understanding of

<ul style="list-style-type: none"> • Primary triads, simple harmony • Drone • 12 bar blues. <p>Instruments/Ensembles/Timbre</p> <ul style="list-style-type: none"> • Standard orchestral instruments and their families • Piano, harpsichord, organ, cello • Orchestra, string orchestra, duet, trio, • Electronic and pop instruments including voices and voice types • Melodic and compositional devices • Repetition, sequence, imitation, ostinato • Inversion • Riff • Improvisation/ improvised • Dialogue, question and answer phrases, call and response • Walking bass • Fills, stabs • Hook • Lyrics Melody/Pitch • Stepwise, scalar, passing note, leap • Intervals; unison, 5th, octave, tone, semitone, • Scales: Major, minor • Range Notation • Note lengths and rests from semibreve to semiquaver including dotted notes and triplets • Pitch names and their places on the treble clef from G1 to C4 • Stave, score • Treble and bass clefs 		<p>performing with technical control</p> <ul style="list-style-type: none"> • demonstrate an understanding of performing musically and with appropriate expression and interpretation • understand and be able to perform confidently and stylishly. <p>Composition:</p> <ul style="list-style-type: none"> • develop their understanding of rhythm, melody, harmony, structure and compositional devices • develop an understanding of how to compose appropriately for a range of instruments/voices/ technology • begin to understand how to extend and manipulate musical ideas and devices in order to develop a composition • be able to combine and develop various musical Elements successfully within the composition using an appropriate structure to create a coherent piece.
--	--	---

• Bar and double bar lines, repeat marks

• Key signatures and keys up to at least four sharps and flats

• Time Signatures: simple, double, triple, quadruple, and compound double

• Sharp, flat, natural

• Phrase marks, tie

Rhythm

• Anacrusis/up-beat

• Off-beat/syncopation, dotted

• Metre/pulse

• Rest/silence

• Cross-rhythm, polyrhythm

• Swung/swing rhythm

Structure

• Binary, ternary, rondo

• Strophic

• Round, canon

• Verse and chorus

• Instrumental break, middle eight.

Technology

• Synthesiser, drum machine, mixing desk, sequencer, multi tracking, over dubbing

• Amplification, sampler, sampling panning

• MIDI, computer

• Digital effects (FX), reverb, echo, distortion, attack, delay

Tempo

• Largo, andante, moderato, allegro, vivace, presto

• Accelerando

• Rallentando/ritenuto

• Rubato

Texture

- Solo, monophonic, thick, thin
- Homophonic/chordal
- Polyphonic
- Unison
- Counter melody
- Melody and accompaniment

Tonality

- Key, major, minor
- Basic modulations, eg tonic - dominant
- Chord progression

Year 8 - Physical Education

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Likely physical activities (dependent on timetable/facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball.</p>	<p>Revise stages of warm-up cool-down</p> <p>The benefits of warming up:</p> <ul style="list-style-type: none"> • effect on body temperature • range of movement increased • gradual increase of effort to full pace • psychological preparation • practice of movement skills through the whole range of movement • injury prevention <p>The benefits of cooling down:</p> <ul style="list-style-type: none"> • allowing the body to recover • the removal of lactic acid/CO₂/waste products • prevent (delayed onset of) muscle soreness/ DOMS. <p>Muscles of the body Should know how to stretch or locate the following muscles, deltoid, hamstrings, gastrocnemius, quadriceps, triceps, latissimus dorsi, trapezius, gluteals, pectorals, abdominals. (Biceps), rotator cuffs, tibialis anterior</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>
<p>Autumn 2:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Likely physical activities: (dependent on timetable /facilities) Rugby, Netball,</p>	<p>Experience testing different components of fitness in relation to a sport.</p> <p>Able to accurately link components of fitness to specific skills within a sport and highlight which components are more important in different situations.</p> <p>Understand how fitness tests can be used to.....</p> <ul style="list-style-type: none"> • Identify strengths and/or weaknesses in a performance • To monitor improvement • To show a starting level of fitness • To inform training requirements • To compare against norms of the group/national averages • To motivate/set goals 	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>

<p>Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<ul style="list-style-type: none"> · To provide variety to a training programme <p>Extension: Understand the limitations of fitness testing....</p> <ul style="list-style-type: none"> · Tests are often not sport specific/too general · They do not replicate movements of activity · They do not replicate competitive conditions required in sports · Many do not use direct measuring/ submaximal - therefore inaccurate/some need of motivation/some have questionable reliability <p>They must be carried out with the correct procedures to increase validity</p>	
<p>Spring 1:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Likely physical activities: (dependent on timetable / facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<p>Able to accurately identify and locate the key bones in the body and can articulate the key functions of the skeleton (see year 7).</p> <p>Structure of the skeleton</p> <p>Understand how the bones provide a framework for movement through muscles and joints including the following...</p> <ul style="list-style-type: none"> · The skeletal system allows movement at a joint · The shape and type of the bones determine the amount of movement (short bones enable finer controlled movements/ long bones enable gross movement) · The different joint types allow different types of movement · The skeleton provides a point of attachment for muscles - when muscles (contract) they pull the bone. <p>Types of freely moveable joints that allow different movements</p> <ul style="list-style-type: none"> · Hinge joint - elbow, knee and ankle · Shoulder - ball and socket 	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>

	<p>How joints differ in design to allow different movements</p> <ul style="list-style-type: none"> · Flexion/Extension at the shoulder, elbow and knee · Abduction/adduction at the shoulder · Rotation of the shoulder <p>Plantar flexion/dorsiflexion at ankle</p>	
<p>Spring 2: Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress</p> <p>Likely physical activities: (dependent on timetable/facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<p>Anaerobic and aerobic exercise Able to explain the terms aerobic and anaerobic exercise</p> <p>Able to link practical examples of sporting situations to aerobic or anaerobic exercise (see year 7).</p> <p>Excess post-exercise oxygen consumption Can define the term Excess post-exercise oxygen consumption (EPOC) or Oxygen Debt Understands that EPOC/Oxygen debt is caused by anaerobic exercise (producing lactic acid) and requires the performer to maintain increased breathing rate after exercise to repay the debt.</p> <p>The recovery process from vigorous exercise</p> <ul style="list-style-type: none"> · Cool-down - maintain elevated breathing rate/heart rate (blood flow), stretching, removal of lactic acid · Manipulation of diet - rehydration, carbohydrates for energy · Ice baths/massage - prevention of delayed onset of muscle soreness (DOMS). <p>Can identify the Immediate effects of exercise and Short-term effects of exercise (see year 7).</p> <p>Long-term effects of exercise Body shape may change; Improvements in specific components of fitness; Build muscle strength; Improve muscular endurance; Improve speed; Improve suppleness; Build cardiovascular endurance; Improve stamina;</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>

	Increase size of the heart; Lower resting heart rate.	
<p>Summer 1:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Athletics 100m, 200m, 800m, discus, shot putt, vortex / javelin, long jump, hurdles, relay</p> <p>Striking and fielding</p> <p>Cricket/Rounders/ Stoolball</p>	<p>Able to classify skills using sporting examples (see year 7).</p> <p>Evaluation of performance and outcome goals Students should be taught that performance and outcome goals can be combined. However, it is generally accepted to avoid outcome goals as they rely on factors that cannot be controlled, e.g. other performers.</p> <p>Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.</p> <p>The use of SMART targets to improve and/or optimise performance</p> <p>SMART targets of goal setting are:</p> <ul style="list-style-type: none"> • Specific • Measurable • Accepted • Realistic • Time bound 	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>
<p>Summer 2:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Athletics 100m, 200m, 800m, discus, shot putt, vortex/javelin, long jump, hurdles, relay</p>	<p>To evaluate and take action to improve performance using performance analysis software and hardware to record and analyse performance</p> <p>Students use ICT to complete a PAR analysis of a performance in Athletics / striking and fielding</p> <p>The use of SMART targets to improve and / or optimise performance</p> <ul style="list-style-type: none"> ● specific ● measureable ● accepted ● realistic ● time bound <p>How arousal can be controlled using</p>	<p>Homework: Students are encouraged to attend extra-curricular clubs both within and out of school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Knowledge and understanding Evaluating and improving mindset</p>

<p>Striking and fielding</p> <p>Cricket/Rounders / Stoolball</p>	<p>stress management techniques before or during a sporting performance</p> <p>Stress management techniques</p> <ul style="list-style-type: none"> ● deep breathing ● mental rehearsal / visualisation / imagery ● positive self talk <p>Likely Physical Activities (dependent on timetable / facilities)</p> <p>Athletics - long jump, 100m, 200m, 800m, relay, javelin, shot put, hurdles, discus Striking & fielding - Rounders, Cricket, stoolball</p>	
<p>Suggestions for independent study and home support Study resources are shared with students prior to each knowledge and understanding test. https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>		
<p>Literacy (keyword link)</p> <p>Skill, technique, skeletal system, muscular system, skill acquisition , training</p>	<p>Numeracy</p> <p>Timing, percentages, estimation</p>	<p>Other</p> <p>Problem solving</p>

Year 8 - Philosophy and Ethics

Key topics	Course content	Assessment
Cycle 1:	<p><u>Ethics and Morals</u></p> <ul style="list-style-type: none"> ● Introduction to Ethics ● Ethical questions ● Moral dilemmas ● Universal moral rules <p><u>Relationships and Love</u></p> <ul style="list-style-type: none"> ● What is love? ● Types of love 	<p>Prep: N/A</p> <p>Other assessments: Knowledge test, philosophical enquiry</p>
Cycle 2:	<p><u>Animal Rights</u></p> <ul style="list-style-type: none"> ● Uses of animals ● Animal Testing ● Philosophical enquiry- animal testing protest ● Military animals ● Fur ● Buddhist and Jain teachings ● Hindu teachings ● Philosophical enquiry- eating meat ● Christian teachings ● Jewish teachings ● Vegetarianism ● Campaigns 	<p>Prep: N/A</p> <p>Other assessments: Human Rights campaign, philosophical enquiry</p>
Cycle 3:	<p><u>Human Rights & Ethics</u></p> <ul style="list-style-type: none"> ● What are human rights? ● Sarita's story ● Human rights project ● Student as teacher ● Designer babies ● Cloning ● Philosophical enquiry- body image and social media ● Cosmetic surgery ● Artificial intelligence 	<p>Prep: N/A</p> <p>Other assessments: Philosophical enquiry, project</p>
Cycle 4:	<p><u>The Environment</u></p> <ul style="list-style-type: none"> ● Introduction- the issues ● The environment and war ● Stewardship ● Hunger cloth ● An Inconvenient Truth- documentary ● Philosophical enquiry- environmental ethics 	<p>Prep: N/A</p> <p>Other assessments: Debate, philosophical enquiry, hunger cloth</p>

	• Debate	
<p>Suggestions for independent study and home support (<i>include resources such as texts/ textbooks; revision guides; websites and equipment</i>)</p> <p>https://www.peta.org.uk/ www.amnesty.org.uk/ https://www.truetube.co.uk/</p>		
<p>Literacy: (keyword link) Morality, Dilemma, Agape, Eros, Philia, Storge Sentient, Metta Clone Stewardship</p>	<p>Numeracy:</p>	<p>Other: Art- hunger cloth Geography- the environment Drama- role play, hot-seating</p>

Year 8 - Science

Key topics	Course content	Assessment
<p>Learning Cycle 1</p> <p>Magnetism</p> <p>The Periodic Table</p> <p>Health and Lifestyle</p> <p>Ecosystem Processes</p>	<p>The principles of magnetism and the role of electromagnets in society.</p> <p>The structure of the periodic table and common trends.</p> <p>Nutrition, the importance of a balanced diet and the human digestive system.</p> <p>The effect of drugs, alcohol and smoking on the body</p> <p>The importance of photosynthesis in green plants linking to respiration in living organisms.</p> <p>The nature of a food web, the implications that disruptions like disease and deforestation, have on an ecosystem.</p>	<p>End of Learning Cycle Assessment</p> <p>Required practical - Electromagnets</p> <p>Required practical - Group 7</p>
<p>Learning Cycle 2</p> <p>Polymers and Chemical reactions</p> <p>The Earth</p> <p>Motion and Pressure</p>	<p>Chemical reactions and conservation of mass The nature of ceramics, polymers and composites</p> <p>The Earth's structure, rock types and the rock cycle. The impact of climate change and the importance of recycling.</p> <p>Calculating speed, the effect of pressure in different mediums and turning forces.</p>	<p>End of Learning Cycle Assessment</p> <p>Required practical - Stretching/polymers</p>
<p>Learning Cycle 3</p> <p>Separation Techniques</p> <p>Chemical reactions</p>	<p>What is a mixture and how scientists can separate out the component parts</p> <p>The reactions of metals with non-metals and how metals are extracted.</p>	<p>End of Learning Cycle Assessment</p> <p>Required practical - Graphing</p> <p>Required practical - Metals and acids</p>

<p>Learning Cycle 4</p> <p>Genes and inheritances</p> <p>Exercise and respiration</p> <p>Adaptations and Inheritance</p>	<p>DNA, genes and the mechanisms of genetic inheritance</p> <p>Aerobic and anaerobic respiration. The body's response to exercise.</p> <p>How animals adapt to change in their environment through inheritance and evolution by natural selection. The causes of extinction.</p>	<p>End of Learning Cycle Assessment</p> <p>Required practical - Respiration</p>
<p>Suggestions for independent study and home support</p> <ul style="list-style-type: none"> • Use websites such as BBC Bitesize to revise the scientific topics covered and carry out short tests (test bites). • Visit the Natural History museum or Science museum in London • Go to the library and get a book out on the key topic. • With appropriate supervision use science kits to explore the topic further. 		
<p>Literacy: (keywords) http://www.freezeray.com/scienceLiteracy.htm QUERIED REPLACEMENT LINK WITH LAURA BUSH</p>	<p>Numeracy:</p>	<p>Other:</p>

Year 8 Spanish

Key topics	Course content	Assessment
<p>Students study the language they studied in year 7.</p> <p>Autumn 1: En casa (house and home)</p>	<p>Describing where you live, talking about your home. Writing a longer passage about your home and adding in extra details using the FUNKY FIVE.</p> <p>Talking about activities you do in your house (using the present tense, regular and irregular verbs).</p> <p>Describing your bedroom, using prepositions. Talking about your daily routine and using reflexive verbs.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2: Mi tiempo libre (free time and hobbies)</p>	<p>Saying what you do in your free time and using 'salir', 'ir' and 'hacer' (irregular present tense). Telling the time.</p> <p>Talking about sports and giving opinions to say what you like to do in free time (using opinion phrase + infinitive).</p> <p>Saying what you're going to do (using 'ir' + infinitive) to form future tense.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Spring 1: En la ciudad (town and local area)</p>	<p>Saying what your town is like and comparing towns and cities using comparatives.</p> <p>Asking for and giving directions .</p> <p>Making and responding to invitations and using 'querer' (to want).</p> <p>Talking about the weather and using 'cuando' to connect activities with weather phrases. Using two tenses together and saying what you do in town.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 2: La comida</p>	<p>Talking about mealtimes and using time expressions.</p> <p>Shopping for food and using numbers up to 1000. Eating in a restaurant, understanding the difference between tú and usted.</p> <p>Talking about a past meal and using the preterite of -er and -ir verbs.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and listening</p>

<p>Summer 1:</p> <p>De moda (fashion)</p>	<p>Talking about clothes and colour adjectival agreement.</p> <p>Talking about school uniform and using comparatives and superlatives.</p> <p>Talking about a trip to Argentina and using the present and near future tense.</p> <p>Talking about different types of shops and using 'se puede' to explain what can be bought there.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Speaking and Reading</p>
<p>Summer 2:</p> <p>Mis vacaciones (holidays)</p>	<p>Describing past holidays and using the preterite of 'ser' and 'ir'. Saying what you did on holiday and using preterite of -ar verbs.</p> <p>Expressing opinions of past events.</p> <p>Learning more about Spanish speaking destinations.</p>	<p>Homework: learning homework (i.e. for vocabulary tests), cultural projects, written homework, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>
<p>Suggestions for independent study and home support (<i>include resources such as texts/textbooks; revision guides; websites and equipment</i>)</p> <p>The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope https://www.linguascope.com/ and languagesonline https://www.languagesonline.org.uk/ . The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo' . https://www.duolingo.com/</p>		
<p>Literacy (keyword link)</p> <p>Please refer to the vocab. list on the AQA website:</p> <p>https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary</p>	<p>Numeracy</p> <p>Interpreting data from class surveys</p> <p>Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns.</p> <p>Working out percentages from test results</p> <p>Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>