



Harris Girls' Academy
East Dulwich

Year 8
CURRICULUM
GUIDE

2010/2011

We hope this Curriculum Guide is useful to you. It contains overviews of all the courses your daughter may be taking this year. Please bear in mind that not all the pages within this guide may apply to your daughter and you will need to check her timetable to ensure that you are looking at the right pages. If you have any confusion with this, please do not hesitate to contact us at the academy or to put up a question on our blog <http://harrisdulwichgirls.wordpress.com> where someone will be happy to help you out.

There are many ways that you can support your daughter in making the most of her education. The following are some suggestions that may be of use to you.

- Ensure that your daughter gets to bed at a reasonable hour to ensure sufficient sleep on school nights.
- Encourage your daughter to eat a healthy breakfast before she comes to school.
- Support your daughter in being at school every day and always on time.
- Ensure that your daughter does her homework to a high standard and follows the recommended homework times as set by the academy. Help her by providing a quiet place with a table where she can do her work.
- Support your daughter with her Independent Learning Challenge .
- Encourage your daughter to read regularly.
- Ensure your daughter is a member of a local library to support her in researching homework subjects.
- If possible, encourage your daughter's interest in her studies by finding related places of interest to visit, recording related programmes for her to watch etc.

| YEAR 8 | TOPICS | MAIN CONTENT | ASSESSMENT |
|-----------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| One Term per Class. 2 hours a week | Crisp Packets (Pop Art) Plant Life | <ul style="list-style-type: none">• Drawing• Painting• Construction • Repeat patterns• Printing | By outcome using National Curriculum Levels. |

| YEAR 7 & 8 | | TOPICS | LEARNING OBJECTIVE | ACTIVITIES |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| AUTUMN TERM | | | | |
| MODULE 1 | Whatever the Weather: <ul style="list-style-type: none"> • Stormy Weather • On the beach • Heating up • Review & Assessment | Recognise that products are designed to perform a function / respond to a human need. | Product Analysis: <ul style="list-style-type: none"> • Function • Materials • Attributes • Purpose Making environmental / sensory connections Recognising emotional responses to environmental triggers Recognising products are designed to respond to emotional triggers Design task | |
| MODULE 2 | Who will buy? <ul style="list-style-type: none"> • What's it feel like to be... • A day in the life of • Tailor made • Roll up, roll up | Recognise that products are designed with a specific user group in mind / to respond to the needs of a specific user group. | Product Analysis: <ul style="list-style-type: none"> • Function • Materials • Attributes • Purpose • Target user Creating an image board to reflect a target user group. Design task Designing a marketing strategy to attract the target market to buy the product. | |
| SPRING TERM | | | | |
| MODULE 3 | Party planner 1 | Be able to design a range of products for a target user group for a specific function. | Product Analysis: Products for celebrations - Food, celebration cakes, presents, games to play, party bags Create a party themed mood board. Design task | |

Design & Technology (Continued)

| | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| MODULE 4 | Party planner 2 | Be able to use a range of skills and equipment to manufacture high quality products. | Making tasks. Hosting the party Evaluating how successful the event was. |
| SUMMER TERM | | | |
| MODULE 5 | Being enterprising <ul style="list-style-type: none"> • Paper /Card materials • Cardboard engineering • Batch production | Be able to work with others to manufacture several identical products of high quality. | Product Analysis: Celebration and gift products made from paper and card Design task Production line manufacturing Evaluation and modifications |

Drama

| YEAR 8 | TOPICS | UNIT No./ TITLE | MAIN SKILLS / Vocab | ASSESSMENT | ADD. INFO |
|-------------------------|--------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------|
| First Half Term | Mime, movement and sound | Physical and vocal performance and technical devising. | Percussive noise, vocal noise, choral movement and sound, canon. | Ongoing monitoring of skills. Terminal performance incorporating technical skills. | Ability to show some of Stomp DVD helpful. |
| | Building a character | Realism through research and observation. | Research, creating detailed given circumstances basen on real life. Character-based devising. | Ongoing monitoring of skills. Terminal performance incorporating researched character. | |
| Second Half Term | Melodrama | Stock characters and use of overstated physical and vocal skills for effect. | Historical contexts, basic script work, parody, subversion of traditional gender roles. | Performance of short script piece. Performance of terminal devised piece. | |
| | Diary of a Person | Group devising of soap-opera style storyline. | Characters who have conflicting sides, group devising (compromise and negotiation), prolonged creative work across several sessions, hotseating. | Ongoing monitoring of skills. Terminal performance incorporating group devised plotlines. | |

| Autumn Term 2010 | Spring Term 2011 | Summer Term 2011 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Half Term 1</u></p> <p>Unit Focus: Set Text: 'CURIOUS INCIDENT' by Mark Haddon</p> <p>Assessment Method:</p> <ol style="list-style-type: none"> 1. EN3: Writing to describe Story Opening 2. EN3: Writing to Instruct (CI) 3. EN2 Exam: Reading for Meaning Character Comparison. 4. EN1: Drama Activity 'Police Interviews' = CI 5. Create Story: The Boy Who Cannot Lie' = CI | <p><u>Half Term 1</u></p> <p>Unit Focus: Key Stage 3 READING AND WRITING UNIT</p> <p>Students will complete a range of activities to encourage originality of analysis and interpretation assessment method.</p> <p>En1 Students present dramatic presentation of Key Scene in groups. En2 Written Exam En3 Assessment</p> | <p><u>Half Term 1</u></p> <p>Unit Focus 'Big Brother' (3 weeks)</p> <p>Assessment Method:</p> <ol style="list-style-type: none"> 1. EN1 Big Brother: the big Debate task show 2. EN3: A reply to a fictional complaint in the role of a Channel 4 producer. 3. EN3: Dystopian Story 4. EN3: Persuasive writing – Room 101. <p><u>Recreations (2 weeks)</u></p> <p>Assessment Method</p> <ol style="list-style-type: none"> 1. En1 Recreated Oral Text (Taking a piece from one source and transferring it) 2. En3 'Eastenders' 'Shakespeare' |

Half Term 2

Unit Focus:
Response to Shakespeare 'Romeo and Juliet' for Key Stage Assessment:
Some students to complete final KeyStage Assessment at end of yr 8.
All Students have controlled exam conditions.

Assessment Method:
EN3: Timed Conditions Exam
EN2: Timed conditions

Half Term 2

Unit Focus: HORROR UNIT

Language unit-analysing setting and character.

Assessment Method:

1. EN1: Speaking to advise:
Group Presentation: 'Advice for making a horror film.'
2. EN2: Analysis of language techniques used in horror stories (writer's toolbox grid)
3. EN3: Writing to describe (Changing fairytale to Horror Story)
4. EN3: Writing to inform/explain. Newspaper Article. 'Is Horror Britain's best-loved genre?'

Half Term 2

Unit Focus: 'Music Video Unit'

Assessment Method:

1. EN1 presentation: Speaking to persuade. 'Students persuade record company to market their band.'
2. EN3 Writing to analyse: 'Students analyse Music Video.'
3. EN3 Writing to inform/entertain: 'Students write an article for a music magazine.'

| | UNIT TITLE | TOPICS | ASSESSMENT | ADDITIONAL INFORMATION |
|----------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|
| Autumn 1 | DEVELOPMENT | <ul style="list-style-type: none"> Different stages of development (LEDCS, MEDCS) Development indicators Analysing development data (graphs and charts) HIV/Aids (Causes, effects and solutions in Uganda) The giving of aid | Exam at the end of the Unit (October) + extended writing task. | World Aids Day is at the beginning of December |
| Autumn 2 | HOT GEOGRAPHY | <ul style="list-style-type: none"> Structure of the Earth Plate tectonics and different kinds of plate margin Causes and effects of Volcanoes Montserrat Volcano case study Causes and effects of Earthquakes Kobe, Japan Earthquake cases study | Exam at the end of the Unit (December) | |
| Spring 1 | GLOBALISATION | <ul style="list-style-type: none"> Trans National Corporations (global companies). Trade and its effects on different countries The global fashion industry Fair trade | HOMEWORK PROJECT | Fairtrade fortnight is in February |
| Spring 2 | COASTS | <ul style="list-style-type: none"> The UK coastline How the sea can shape the land through EROSION and DEPOSITION creating features such as beaches, stacks, stumps, arches etc. Coastal management strategies and issues. | Exam at the end of the Unit (April) | |
| Summer 1 | TROPICAL RAINFORESTS | <ul style="list-style-type: none"> Biotic and abiotic aspects of an ecosystem Distribution of Tropical Rainforests Deforestation (causes and effects) Sustainable development in rainforest environments | Decision making exercise on the Ecuadorian rainforest. | |
| Summer 2 | END OF YEAR EXAM I-DISCOVER PROGRAMME | Whole school programme | | |

| Year 8 | Autumn | | Spring | | Summer | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Topics | Jack the Ripper Students explore the Whitechapel murders in 1888. They learn about poverty and wealth in Victorian London, and look at the limitations of policing, and the inequality of punishment. | Benin Students examine in depth the West-African Kingdom of Benin in the C16th. They learn about the culture of Benin, and the development of trade between Europe and Africa. | Black Peoples of the Americas Students learn about the Atlantic Slave Trade, exploring the morality, effects, and abolition of slavery. They study the lives of Black Americans from abolition to the present day. | Votes for Women Students learn about the female suffrage at the beginning of the C20th. They compare militant and peaceful approaches towards gaining equality and explore the nature of democracy. | Nazi Germany & the Holocaust Students learn about the rise of fascism in C20th Germany. They learn about Hitler's rise to power, and Nazi treatment of minorities. They reflect on the scale and nature of the Holocaust. | Rwanda & Darfur Students learn about genocide in the C20th. They explore the nature of human societies. They reflect upon the impact and consequence of racial tension and conflict. |
| Concepts & Learning | | | | | | |
| Skills | Students are taught to become effective participants and team workers. They develop chronological understanding. | Students are taught empathy and independent enquiry. They develop the concepts of cause and consequence. | Students are shown how to be confident as creative thinkers. | Students are taught to become reflective learners. They develop the concepts of change and continuity. | Students are taught the importance of cultural, ethnic and religious diversity. | Students are taught to become reflective learners. They develop the skills of comparison and contrast. |
| Assessment Formative assessment every two weeks. Peer and self-assessment opportunities in lessons. Summative assessment at end of unit. | | | | | | |
| Unit FOCUS | Communicating about the past. | Using Evidence | Enquiry | Enquiry | Using Evidence | Communicating about the past. |

| YEAR 8 | TOPICS | TITLE | ASSESSMENT | ADD. INFO |
|-------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|
| Autumn Term | | File management, introduction to VLE and Email system | | Give students target to write in planners |
| | Databases | HGAED DVD Club <ul style="list-style-type: none"> • Introduction to databases • What is a database, different types of databases and what are they used for • Design a table with suitable field names and validation • How to use database program to set up a database • Enter information into database and check for errors • Design form for data input • Filter and query the database • Create database reports | Self and peer assessment of form and report created Final evaluation of the database task. | Students to upload their work in the VLE |
| | Public information system | Public information system for a tourist <ul style="list-style-type: none"> • What is a public information system • Research into different types of public information systems • What are sensors and how are they used for data logging • Research to find information for presentation • Create presentation and add content • Evaluate and refine presentation | Peer and self assessment Evaluation of the public information system task | Upload work in the VLE |

ICT (Continued)

| | | | | |
|---------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|
| <p>Spring Term</p> | <p>Website creation</p> | <p>Recycling website</p> <ul style="list-style-type: none"> • Evaluating different websites • Look at different ways of creating websites • Research to find suitable content for website and plan structure of website • Introduction to dreamweaver • Creating home page and add images • Making more pages and adding hyperlinks • Evaluating and improving website | <p>Self assessment Peer assessment Final evaluation of website</p> | |
| <p>Summer Term</p> | <p>Game maker</p> | <p>To adapt a computer game for Year 3 pupils that helps them to improve their mouse skills</p> <ul style="list-style-type: none"> • What makes a good game • Understand the audience and purpose of a game • Introduction to the Game Maker software • Rules and behaviour of game objects • Plan and make the game • Evaluate and improve on game • Create and add suitable sound • Adapt the game for a different audience • Test game | <p>Peer assessment Self assessment Teacher assessment of final product</p> | |
| | <p>KS 3 portfolio</p> | <p>Use iGoogle to create a portfolio of learning</p> <ul style="list-style-type: none"> • Introduction to Google docs • Create account and set up iGoogle account • Create home page • Collate suitable work from different subject areas • Start uploading work in to iGoogle | <p>Self assessment Teacher assessment</p> | |

Maths / Stage 3 (Level 3-5)

| Topic | Assessment Objectives | Assessment Opportunity | Homework |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p style="text-align: center;">Autumn Term</p> <ul style="list-style-type: none"> • Integers, powers and roots • Sequences, functions and graph • Geometrical reasoning: lines, angles and shapes • Construction and loci • Probability • Ratio and proportion • Equations, formulae, identities and expressions • Measures, mensuration | <ul style="list-style-type: none"> • Use multiples, factors, common factors, highest common multiples and primes, Find the prime factor decomposition of a number (e.g. 8000) using index notation for small positive integer powers. Add, subtract, multiply and divide integers, Use squares, positive and negative square roots, cubes and cube roots • Generate terms of a linear sequence using term-to-term and position-to-term definitions of the sequence, on paper and using a spreadsheet or graphical calculator, Use linear expressions to describe the n^{th} term of a simple arithmetic sequence, justifying its form by referring to the activity or practical context from which it was generated • Identify alternate angles and corresponding angles; understand a proof that: the sum of the angles of a triangle is 180° and of a quadrilateral is 360°; the exterior angle of a triangle is equal to the sum of the two interior opposite angles. Solve geometrical problems using side and angle properties of equilateral, isosceles and right-angled triangles and special quadrilaterals, explaining reasoning with diagrams and text; classify quadrilaterals by their geometrical properties • Find simple loci, both by reasoning and by using ICT, to produce shapes and paths, e.g. an equilateral triangle, Use straight edge and compasses to construct; the mid-point and perpendicular bisector of a line segment; the bisector of an angle; the perpendicular from a point to a line; the perpendicular from a point on a line, a triangle, given three sides (SSS) • Use ICT to explore these constructions • Interpret the results of an experiment using the language of probability; appreciate that random processes are unpredictable, Know that if the probability of an event occurring is p, then the probability of it not occurring is $1-p$; use diagrams and tables to record in a systematic way all possible mutually exclusive outcomes for single events and for two successive events • Compare estimated experimental probabilities with theoretical probabilities, recognising that: <ul style="list-style-type: none"> • if an experiment is repeated the outcome may, and usually will, be different • increasing the number of times an experiment is repeated generally leads to better estimates of probability • Apply understanding of the relationship between ratio and proportion; simplify ratios, including those expressed in different units, recognising links with fraction notation; divide a quantity into two or more parts in a given ratio; use the unitary method to solve simple problems involving ratio and direct proportion • Recognise that letter symbols play different roles in equations, formulae and functions; know the meanings of the words formula and function, Understand that algebraic operations, including the use of brackets, follow the rules of arithmetic; use index notation for small positive integer powers, Simplify or transform linear expressions by collecting like terms; multiply a single term over a brackets, Substitute integers into simple formulae • Choose and use units of measurement to measure, estimate, calculate and solve problems in a range of contexts, Derive and use formulae for the area of a triangle, parallelogram and trapezium; calculate areas of compound shapes | <p>Half Term Assessment (written paper)</p> <p>Rich Task assessed using APP criteria</p> <p>Homework Project Levelled</p> <p>Year 9: GCSE Indicator Exam Summer 2011</p> | <p>Homework Project on VLE 'Food Miles'</p> |

Maths / Stage 3 (Level 3-5) (Continued)

| Spring Term | | Half Term Assessment (written paper) | Homework Project on VLE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------|
| <ul style="list-style-type: none"> Sequences, functions and graphs; coordinates Mental calculations and checking Written calculations and checking Transformation s and graphs Processing and representing data; Interpreting and discussing results Solving problems | <ul style="list-style-type: none"> Express simple functions algebraically and represent them in mappings or on a spreadsheet, Generate points in all four quadrants and plot the graphs of linear functions, where y is given explicitly in terms of x, on paper and using ICT; recognise that equations of the form $y = mx + c$ correspond to straight-line graphs, Construct linear functions arising from real-life problems and plot their corresponding graphs; discuss and interpret graphs arising from real situations, e.g. distance–time graphs Understand and use the rules of arithmetic and inverse operations in the context of integers and fractions, Use the order of operations, including brackets, with more complex calculations, Strengthen and extend mental methods of calculation, working with decimals, fractions, percentages, squares and square roots, and cubes and cube roots; solve problems mentally, Recall equivalent fractions, decimals and percentages; use known facts to derive unknown facts, including products involving numbers such as 0.7 and 6, and 0.03 and 8, Make and justify estimates and approximations of calculations, Select from a range of checking methods, including estimating in context and using inverse operations Understand and use the rules of arithmetic and inverse operations in the context of integers and fractions, Use the order of operations, including brackets, with more complex calculations, Use efficient written methods to add and subtract integers and decimals of any size, including numbers with differing numbers of decimal places, multiplication & division of integers & decimals, including by decimals such as 0.6 or 0.06; understand where to position the decimal point by considering equivalent calculations, Carry out more difficult calculations effectively and efficiently using the function keys for sign change, powers, roots and fractions; use brackets and the memory, Enter numbers and interpret the display in different contexts , Make and justify estimates and approximations of calculations, Select from a range of checking methods, including estimating in context and using inverse operations Identify all the symmetries of 2-D shapes, Transform 2-D shapes by rotation, reflection and translation, on paper and using ICT, Try out simple combinations of these transformations, Understand and use the language and notation associated with enlargement; enlarge 2-D shapes, given a centre of enlargement and a positive integer scale factor; explore enlargement using ICT, know that if two 2-D shapes are congruent, corresponding sides and angles are equal Calculate statistics for sets of discrete and continuous data, including with a calculator and spreadsheet; recognise when it is appropriate to use the range, mean, median and mode and, for grouped data, the modal class <p>Construct graphical representations, on paper and using ICT, and identify which are most useful in the context of the problem. Include: pie charts, bar charts and frequency diagrams, simple line graphs for time series, simple scatter graphs, stem-and-leaf diagrams, Interpret tables, graphs and diagrams for discrete and continuous data, relating summary statistics and findings to the questions being explored</p> | <p>Rich Task assessed using APP criteria</p> <p>Homework Project Levelled</p> | <p>Project on VLE</p> |

Maths / Stage 3 (Level 3-5) (Continued)

| | | Half Term Assessment (written paper) Rich Task assessed using APP criteria Homework Project Levelled | Homework Project on VLE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------|
| <ul style="list-style-type: none"> • Fractions, decimals and percentages • Measures and mensuration • Calculations and checking • Geometrical reasoning and mensuration • Statistical enquiry | <ul style="list-style-type: none"> • Recognise that a recurring decimal is a fraction; use division to convert a fraction to a decimal; order fractions by writing them with a common denominator or by converting them to decimals, Add and subtract fractions by writing them with a common denominator; calculate fractions of quantities (fraction answers); multiply and divide an integer by a fraction, Interpret percentage as the operator 'so many hundredths of' and express one given number as a percentage of another; calculate percentages and find the outcome of a given percentage increase or decrease, Use the equivalence of fractions, decimals and percentages to compare proportions • Choose and use units of measurement to measure, estimate, calculate and solve problems in a range of contexts; know rough metric equivalents of imperial measures in common use, such as miles, pounds (lb) and pints • Use bearings to specify direction • Use formulae from mathematics and other subjects; substitute integers into simple formulae, including examples that lead to an equation to solve; substitute positive integers into expressions involving small powers, • Simplify or transform linear expressions by collecting like terms; multiply a single term over a bracket, Construct & solve linear equations with integer coefficients (unknown on either or both sides) using appropriate methods • Express simple functions algebraically and represent them in mappings or on a spreadsheet • Generate points in all four quadrants and plot the graphs of linear functions, where y is given explicitly in terms of x, on paper and using ICT; recognise that equations of the form $y = mx + c$ correspond to straight-line graphs • Construct linear functions arising from real-life problems and plot their corresponding graphs; discuss and interpret graphs arising from real situations, e.g. distance-time graphs • Read and write positive integer powers of 10; multiply and divide integers and decimals by 0.1, 0.01, Order decimals, Round positive numbers to any given power of 10; round decimals to the nearest whole number or to one or two decimal places, Make and justify estimates and approximations of calculations, Strengthen and extend mental methods of calculation, working with decimals, fractions, percentages, squares and square roots, and cubes and cube roots; solve problems mentally, Use efficient written methods for multiplication and division of integers and decimals, including by decimals such as 0.6 or 0.06; understand where to position the decimal point by considering equivalent calculations, Select from a range of checking methods, including estimating in context and using inverse operations • Visualise 3-D shapes from their nets; use geometric properties of cuboids and shapes made from cuboids; use simple plans and elevations, Make scale drawings, Find the midpoint of the line segment AB, given the coordinates of points A and B • Know and use the formula for the volume of a cuboid; calculate volumes and surface areas of cuboids and shapes made from cuboids • Discuss a problem that can be addressed by statistical methods and identify related questions to explore, Decide which data to collect to answer a question, and the degree of accuracy needed; identify possible sources; consider appropriate sample size, Plan how to collect the data; construct frequency tables with equal class intervals for gathering continuous data and two-way tables for recording discrete data, Collect data using a suitable method (e.g. observation, controlled experiment, data logging using ICT), Compare two distributions using the range and one or more of the mode, median and mean, Write about and discuss the results of a statistical enquiry using ICT as appropriate; justify the methods used | <p>Homework Project Levelled</p> | <p>Homework Project on VLE</p> |
| <p>Summer Term</p> | | | |

Maths / Stage 4 (Level 5-7)

| Topic | Assessment Objectives | Assessment Opportunity | Homework |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> • Integers, powers and roots • Sequences, functions and graph • Geometrical reasoning: lines, angles and shapes • Construction and loci • Probability • Ratio and proportion • Equations, formulae, identities and expressions • Measures, mensuration | <ul style="list-style-type: none"> • Use the prime factor decomposition of a number (to find highest common factors and lowest common multiples for example), Use ICT to estimate square roots and cube roots; Use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers • Generate terms of a sequence using term-to-term and position-to-term rules, on paper and using ICT, Generate sequences from practical contexts and write and justify an expression to describe the n^{th} term of an arithmetic sequence • Explain how to find, calculate and use: the sums of the interior and exterior angles of quadrilaterals, pentagons and hexagons; the interior and exterior angles of regular polygons • Solve problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons, justifying inferences and explaining reasoning with diagrams and text • Know the definition of a circle and the names of its parts; explain why inscribed regular polygons can be constructed by equal divisions of a circle • Find the locus of a point that moves according to a simple rule, both by reasoning and by using ICT, Use straight edge and compasses to construct a triangle, given right angle, hypotenuse and side (RHS), ICT to explore constructions of triangles and other 2-D shapes • Interpret results involving uncertainty and prediction, Identify all the mutually exclusive outcomes of an experiment; know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems, Compare experimental and theoretical probabilities in a range of contexts; appreciate the difference between mathematical explanation and experimental evidence • Use proportional reasoning to solve problems, choosing the correct numbers to take as 100%, or as a whole; compare two ratios; interpret and use ratio in a range of contexts • Distinguish the different roles played by letter symbols in equations, identities, formulae and functions, Use index notation for integer powers and simple instances of the index laws • Simplify or transform algebraic expressions by taking out single-term common factors, Substitute numbers into expressions and formulae, Add simple algebraic fractions • Solve problems involving measurements in a variety of contexts; convert between area measures (e.g. mm^2 to cm^2, cm^2 to m^2, and vice versa), Know and use the formulae for the circumference and area of a circle, Calculate the surface area of right prisms | <p>Half Term Assessment (written paper)</p> <p>Rich Task assessed using APP criteria</p> <p>Homework Project Levelled</p> | <p>Homework</p> <p>Project on VLE</p> |

Maths / Stage 4 (Level 5-7) (Continued)

| Spring Term | Half Term Assessment (written paper) | Homework Project on VLE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Sequences, functions and graphs; coordinates • Mental calculations and checking • Written calculations and checking • Transformations and graphs • Processing and representing data; Interpreting and discussing results • Solving problems • Equations, formulae, identities and expressions | <ul style="list-style-type: none"> • Find the inverse of a linear function • Generate points and plot graphs of linear functions, where y is given implicitly in terms of x (e.g. $ay + bx = 0$, $y + bx + c = 0$), on paper and using ICT; find the gradient of lines given by equations of the form $y = mx + c$, given values for m and c • Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations, e.g. time series graphs • Understand the effects of multiplying and dividing by numbers between 0 and 1; consolidate use of the rules of arithmetic and inverse operations • Understand the order of precedence of operations, including powers • Use known facts to derive unknown facts; extend mental methods of calculation, working with decimals, fractions, percentages, factors, powers and roots; solve problems mentally • Check results using appropriate methods • Understand the effects of multiplying and dividing by numbers between 0 and 1; consolidate use of the rules of arithmetic and inverse operations, Understand the order of precedence of operations, including powers, Use efficient written methods to add and subtract integers and decimals of any size; multiply by decimals; divide by decimals by transforming to division by an integer • Use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation; use the constant, π and sign change keys; use the function keys for powers, roots and fractions; use brackets and the memory. Check results using appropriate methods • Identify reflection symmetry in 3-D shapes, Recognise that translations, rotations and reflections preserve length and angle, and map objects on to congruent images, Devise instructions for a computer to generate and transform shapes, Explore and compare mathematical representations of combinations of translations, rotations and reflections of 2-D shapes, on paper and using ICT, Enlarge 2-D shapes, given a centre of enlargement and a positive integer scale factor, on paper and using ICT; identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments; recognise that enlargements preserve angle but not length, and understand the implications of enlargement for perimeter, Understand congruence and explore similarity • Calculate statistics and select those most appropriate to the problem or which address the questions posed • Select, construct and modify, on paper and using ICT, suitable graphical representations to progress an enquiry and identify key features present in the data. Include: line graphs for time series, scatter graphs to develop further understanding of correlation, Interpret graphs and diagrams and make inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation • Distinguish the different roles played by letter symbols in equations, identities, formulae and functions • Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution) • Use systematic trial and improvement methods and ICT tools to find approximate solutions to equations such as $x^2 + x = 20$. Use algebraic methods to solve problems involving direct proportion; relate algebraic solutions to graphs | <ul style="list-style-type: none"> Rich Task assessed using APP criteria Homework Project Levelled |

Maths / Stage 4 (Level 5-7) (Continued)

| Summer Term | <ul style="list-style-type: none"> Fractions, decimals and percentages Measures and mensuration Calculations and checking Geometrical reasoning and mensuration Statistical enquiry | Homework Project on VLE |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> Understand the equivalence of simple algebraic fractions; know that a recurring decimal is an exact fraction. Use efficient methods to add, subtract, multiply and divide fractions, interpreting division as a multiplicative inverse; cancel common factors before multiplying or dividing. Recognise when fractions or percentages are needed to compare proportions; solve problems involving percentage changes Calculate the volume of right prisms Extend knowledge of integer powers of 10; recognise the equivalence of 0.1, $1/10$ and 10^{-1}; multiply and divide by any integer power of 10 Use rounding to make estimates and to give solutions to problems to an appropriate degree of accuracy. Check results using appropriate methods Use formulae from mathematics and other subjects; substitute numbers into expressions and formulae; derive a formula and, in simple cases, change its subject Simplify or transform algebraic expressions by taking out single-term common factors. Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution) Visualise and use 2-D representations of 3-D objects; analyse 3-D shapes through 2-D projections, including plans and elevations Use and interpret maps and scale drawings in the context of mathematics and other subjects Use the coordinate grid to solve problems involving translations, rotations, reflections and enlargements. Find the inverse of a linear function. Generate points and plot graphs of linear functions, where y is given implicitly in terms of x (e.g. $ay + bx = 0$, $y + bx + c = 0$), on paper and using ICT; find the gradient of lines given by equations of the form $y = mx + c$, given values for m and c. Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations, e.g. time series graphs Solve problems involving measurements in a variety of contexts; convert between area measures (e.g. mm^2 to cm^2, cm^2 to m^2, and vice versa) and between volume measures (e.g. mm^3 to cm^3, cm^3 to m^3, and vice versa) Suggest a problem to explore using statistical methods, frame questions and raise conjectures Discuss how different sets of data relate to the problem; identify possible primary or secondary sources; determine the sample size and most appropriate degree of accuracy Design a survey or experiment to capture the necessary data from one or more sources; design, trial and if necessary refine data collection sheets; construct tables for gathering large discrete and continuous sets of raw data, choosing suitable class intervals; design and use two-way tables. Gather data from specified secondary sources, including printed tables and lists, and ICT-based sources, including the internet. Compare two or more distributions and make inferences, using the shape of the distributions and appropriate statistics. Review interpretations and results of a statistical enquiry on the basis of discussions; communicate these interpretations and results using selected tables, graphs and diagrams | <p>Half Term Assessment (written paper)</p> <p>Rich Task assessed using APP criteria</p> <p>Homework Project Levelled</p> |

| YEAR 8 | TOPICS | UNIT No./ TITLE | MAIN GRAMMAR | ASSESSMENT | ADD. INFO |
|--------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Autumn Term | En casa | <ol style="list-style-type: none"> ¿Dónde vives? ¿Cómo es tu casa? El plano de mi casa Mi dormitorio Por la mañana Por la tarde | <ul style="list-style-type: none"> present tense of <i>vivir</i> (all forms) <i>muy/bastante</i> + adjective <i>hay vs tiene</i> /definite articles (<i>el/la/los/las</i>)/ indefinite articles (<i>un, una, unos, unas</i>) prepositions: <i>delante (de), encima (de)</i> ..etc. reflexive verbs: <i>levantarse, despertarse, vestirse</i> etc. reflexive verbs: <i>acostarse, divertirse</i> | <p>Ongoing assessments</p> <p>End of module test</p> | <p>Use of laptops/ ICT</p> <p>Listos electronic 1</p> <p>Internet websites</p> <p>Shared MFL resources</p> |
| Spring Term | Mi Pueblo | <ol style="list-style-type: none"> Voy al polideportivo ¿Por dónde se va al Corte Inglés? Sube la avenida y cruza la plaza... ¿Está cerca? ¿Cómo es tu ciudad? ¿Qué tiempo hace? | <ul style="list-style-type: none"> present tense of <i>ir</i> imperatives: <i>toma/tome, sigue/signa</i> <i>de + la = de la</i> and <i>de + el = del</i> prepositions: <i>al final de, al lado de</i> adjective agreement | <p>Ongoing assessments</p> <p>End of module test</p> | <p>Use of laptops/ ICT</p> <p>Listos electronic 1</p> <p>Internet websites</p> <p>Shared MFL resources</p> |
| Summer Term | El tiempo libre | <ol style="list-style-type: none"> ¿Qué deportes practicas? ¿Qué te gusta hacer en tu tiempo libre? ¿Qué haces los fines de semana? Una cita Este fin de semana ¿Ayudas en casa? | <ul style="list-style-type: none"> present tense of <i>practicar</i> and <i>jugar</i> (all forms) <i>(no) me gusta/me encanta/odio/prefiero</i> + the infinitive <i>Ver/ Hacer: veo, ves, ver</i> <i>mi, tu, su (possessives)</i> <i>ir</i> (present tense, all forms) + <i>a</i> + infinitive (I am going to ...) Infinitive, present tense and immediate future: <i>cocinar, arreglar, fregar, poner, hacer</i> | <p>Ongoing assessments</p> <p>End of module test</p> | <p>Use of laptops/ ICT</p> <p>Listos electronic 1</p> <p>Internet websites</p> <p>Shared MFL resources</p> |

| YEAR 8 | TOPICS | UNIT No./ TITLE | KEY WORDS | ASSESSMENT | ADD. INFO |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <p>Term One</p> | <p>THE BLUES GIGAJAM (independent on line instrumental tuition) MUSICAL STRUCTURE. CHORDS. MUSICAL DEVICES. SONG WRITING</p> | <ol style="list-style-type: none"> 1. Listening & identifying the Blues pattern Gigajam 2. Learning to play the Primary chords Gigajam 3. Learning to play a Blues melody. Gigajam 4. Learning to play the Blues scale and in groups of three, combine all three skills to perform a Blues piece 5. Binary and Ternary form 6. Song project | <ul style="list-style-type: none"> • Melody • Blues scale • Primary chords • Sharp/ Flat • Improvisation • Arpeggio • Chromatic movement • Semitones • Repetition • Sequence • Verse/chorus/bridge | <p>Ongoing assessments</p> <p>Fortnightly - performance assessments</p> | <p>Yr 8 is on a carousel with Art and Drama, so only have 2 hours a week for one term.</p> |

| | | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <p>Me and my choices</p> <ul style="list-style-type: none"> • Self esteem / body image • Positive friendships • Sexually Transmitted Infections (STIs) • HPV and cervical cancer | <ul style="list-style-type: none"> • Ms Murray / peer educators • Contraception • Substance abuse (alcohol, tobacco, cannabis) • Choices – careers • Stress | <p>Aims: to develop positive self esteem; to enable resistance to negative peer pressure; to promote “delay”; to encourage positive and informed choices; to encourage long term thinking and planning.</p> |
| Autumn 2 | <p>Staying safe (Watch over me 2)</p> <ul style="list-style-type: none"> • Consequences of criminal behavior • Homelessness • Road safety • Forced marriage | <ul style="list-style-type: none"> • Peer pressure • Gangs • Family relationships • Drugs • Violence • Bereavement | <p>Aims: to enable students to discuss issues; understand longer term consequences of actions; build confidence in resisting pressure; understand where to get help; recognise risky situations and stay safe.</p> |
| Spring 1 | <p>Significant figures</p> <ul style="list-style-type: none"> • Famous or significant? • Barack Obama • Jesus • The Buddha | <ul style="list-style-type: none"> • Mohammed • Significant women • Options / career choices | <p>Aims: to understand the difference between famous and significant; to know key tenets of Christian, Muslim and Buddhist beliefs through the life stories of Jesus, Mohammed and the Buddha.</p> |
| Spring 2 | <p>Rights and responsibilities</p> <ul style="list-style-type: none"> • Needs and wants • Human rights • Equal rights | <ul style="list-style-type: none"> • Child labour • Voting and representation • The death penalty | <p>Aims: to understand the difference between needs and wants; understand what human rights are; discuss aspects of rights; express own opinions and listen to those of others.</p> |
| Summer 1 | <p>Diversity and prejudice</p> <ul style="list-style-type: none"> • History of diversity in the UK • Our stories • Prejudice and discrimination | <ul style="list-style-type: none"> • Promoting equality | <p>Aims: to develop an understanding of the diverse nature of British society now and through history; what diversity means today; how prejudice and discrimination affect different people; understand ways of promoting equality on a societal and personal level.</p> |
| Summer 2 | <p>Rites and rituals</p> <ul style="list-style-type: none"> • Worship • Celebration | <ul style="list-style-type: none"> • Learning to be a member of a community • Why believe? | <p>Aims: to compare Hindu, Christian, Muslim, Humanist and non-religious ceremonies and understand why people have religious beliefs.</p> |

Assessment is by teacher, self and peer assessment. **Homework** is not usually set. (Occasional short preparation / reflection task)

| Year | Topic title | Subject areas covered | Key skills | Assessments |
|--------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn term | Chemical Engineering | Atoms, Elements, Mixtures and Compounds. Materials Chemical change | Analysis, Modelling, Observation, Investigative skills. | Two short practical skills tests to check progress. One formal test at the end of term to check subject knowledge and progress. |
| | Medicine and Development Food Glorious Food | Microbes, Disease, Health, Antibiotics, Vaccinations. Diet, Food groups. | Microscope work, Food testing, Practical skills | |
| Spring Term | Sensing and Survival | Senses, Nervous System, Light, The Eye, Sound, Hearing. Animal behaviour, Learning | Observation, Enquiry, Research skills, Communication. | Two short practical skills tests to check progress. One formal test at the end of term to check subject knowledge and progress. |
| | Staying Alive | The Heart and Circulation The Lungs and Respiration Control and co-ordination | Modelling, Use of Analogies | |
| Summer term | Environmental Science The Rock Cycle | Atmosphere, Pollution, Acid rain, Global warming, Conservation, Recycling. Rock types, The Rock cycle. | Planning, Reasoning, Problem-solving | Two short practical skills tests to check progress. A final test will contain SATs-style questions. This will be used to decide on the route taken in Y9. |
| | Heating up Electromagnets | Temperature, Heat, Convection, Conduction, Radiation. Electricity, Magnetic fields, Electromagnets | Practical skills, Application, Mathematical skills | |

Revision guide information and additional support:

A KS3 CGP revision guide is available from the Science technicians

Suggested websites include: www.bbc.co.uk/schools/ks3bitesize/science, www.schoolscience.co.uk, www.scibermonkey.org, www.s-cool.co.uk

| YEAR 8 TOPICS | SPORTING ACTIVITY | MAIN CONTENT | ASSESSMENT | ADD. INFO |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p><i>Sporting activities are on a carousel basis. Whilst we endeavour to be true to the sporting seasons with our activities, timetable and space restrictions do not always allow this.</i></p> | <p>1. Tag rugby/Football – outwitting opponents</p> | <ul style="list-style-type: none"> • Pupils will learn to demonstrate combinations of skills and techniques to use within a game situation in order to outwit an opponent. • Pupils will learn to assess their own and others performance and use this to improve. | <p>Peer assessment. Self assessment Observation Teacher assessment</p> | <p>Football club on Mondays after school. Tag rugby club is on Tuesdays after school.</p> |
| | <p>2. Badminton – Accurate replication</p> | <ul style="list-style-type: none"> • Pupils will learn to accurately replicate the various badminton skills in order to be successful in game situations. • Pupils will learn to reflect and improve from feedback provided by peers and teacher. • Pupils will learn to coach and umpire throughout the unit. | <p>Self assessment Peer assessment, Observation Teacher assessment.</p> | <p>Badminton club is on Mondays after school.</p> |
| | <p>3. Netball – Outwitting opponents</p> | <ul style="list-style-type: none"> • Pupils will learn various skills such as passing, defending and attacking through the components of fitness such as coordination, agility and speed. • They will develop strategies to outwit an opponent through small and full sided games. • Pupils will be able to assess their own and others performance and possible suggest ways to improve. | <p>Self assessment Peer assessment Observation Teacher assessment</p> | <p>Netball club is on Mondays and Wednesdays afterschool.</p> |
| | <p>4. Body Orientation – Explore and communicate ideas</p> | <ul style="list-style-type: none"> • Pupils will explore a range of methods of communicating in order to offer their peers constructive feedback. • Pupils will plan, develop and practice different dance motifs showing an awareness of group dynamics. • Pupils will learn to communicate ideas effectively to improve performance. | <p>Self assessment Peer assessment Observation Teacher assessment</p> | <p>Dance club is on Wednesdays after school.</p> |

Sports & Fitness (Continued)

| | | | | |
|--|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|
| | 5. OAA/Climbing – Problem solving | <ul style="list-style-type: none"> Pupils will learn to problem solve various tasks using communication with peers and problem solve alone. | Self assessment Peer assessment Observation Teacher assessment | Climbing club is on Mondays afterschool. |
| | 6. Rounders – Accurate replication | <ul style="list-style-type: none"> Pupils will learn to accurately replicate skills in rounders in order to successfully play within a game situation. Pupils will learn to provide feedback to peers to improve the replication of skills learnt. | Self assessment Peer assessment Observation Teacher assessment | Club will start after Easter. |
| | 7. Athletics – Accurate replication | <ul style="list-style-type: none"> Pupils will learn to accurately replicate skills in athletics in order to achieve personal bests in events. Pupils will learn to receive and provide feedback to peers in order to improve personal bests. | Self assessment Peer assessment Observation Teacher assessment | Clubs will start after Easter. |

NOTES

NOTES

NOTES