

Year 8

Curriculum Maps

Hartford Church of England High School



Year 8 Long Term Plan English

Year 8 Intent / End Point: Year 8 students can read easily, fluently and with good understanding. They can also use a wide vocabulary with increased confidence, writing clearly, accurately and coherently for a range of contexts, purposes and audiences. Finally, they use discussion in order to learn and are able to elaborate on their understanding and ideas.

Principles that underpin your curriculum						
Unit title	HT1	HT2	HT3	HT4	HT5	HT6
Reading	Blubs and predictions Narrative perspective Context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme	Approaching an extract Evidence retrieval Close textual analysis Summary Comparing texts	Narrative perspective Context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme Exploring writer's intentions	Approaching non-fiction texts Comparison of texts from different time periods Examining persuasive techniques	Shakespearean context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme Exploring writer's intentions	Poetic techniques Analysis of language Analysis of structure Comparing poems
Writing	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Narrative viewpoints Narrative structure Creating character Creating atmosphere and tone Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Articulating a clear viewpoint Using persuasive techniques Engaging openings Exploratory paragraphs Effective conclusions Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Structuring a comparison Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary
Speaking & Listening	Articulating Ideas Discussing different viewpoints Use of Standard English	Use of Standard English	Articulating opinions Use of Standard English	Structuring an argument Debate Use of Standard English	Reading for performance Discussing wider issues Use of Standard English	Performing poetry Discussing different viewpoints Use of Standard English
Middle Stake Testing	S&T 1: How does the writer present the character of.....? S&T 2: How does the writer present the theme of.....?	S&T 1: write a description of the arrival of a gothic character of your choice S&T 2: write a gothic description as inspired by the setting in the image	S&T 1: How does Harper Lee present the Radley Place? S&T 1: How does Harper Lee present Atticus?	S&T 1: Write an engaging opening to an article about Tom Robinson's trial S&T 2: Presenting a clear viewpoint via writing a speech	S&T 1: Prejudice analysis S&T 2: Othello and prejudice	S&T 1: End of Year Assessment S&T 2: Poetry comparison
High Stake Testing		Reading: How does Khan present...? Writing: a gothic description			Reading: How does Shakespeare present the theme of jealousy? Writing: write the opening to a speech about modern society	
Skills development	They become confident readers and know how to approach a range of different texts. Also, they are able to write from a variety of different perspectives, adapting their language and style to suit the audience and purpose. The curriculum also introduces students to texts, ideas and perspectives from a breadth of different contexts, and provides opportunities for them to articulate their ideas in spoken English.					

Long Term Plan Year 8 Maths

Year 8 Intent / End Point: Year 8 students can perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts and definitions. Students can construct chains of reasoning and solve problems by translating them into mathematical processes. They understand and can make connections between different parts of mathematics and can interpret results effectively.

Strand	HT1	HT2	HT3	HT4	HT5	HT6
Fluency	Number Powers, roots, decimal approximations, Prime numbers, multiples, factors, HCF, LCM, prime factorisation. Round numbers and measure to an appropriate degree of accuracy Multiply, divide fractions and mixed numbers Use the equivalence of fractions, decimals and percentages	Algebra Use algebraic methods to solve linear equations in one variable Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. Coordinates and exploring algebraic relationships	Shape Use standard units of mass, length, time, money and other measures, including with decimal quantities. Understand and use the relationship between parallel lines and alternate and corresponding angles. Calculate interior and exterior angles of (regular) polygons. Calculate and solve problems involving perimeters of 2-D shapes (including circles)	Number Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a	Shape/Data Handling Derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia and (part)circles. Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts and vertical line (or bar) charts for ungrouped and grouped numerical data Describe, interpret and compare	Shape/Data Handling Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D Derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes) and other
Application	Word problems Functional problems for highest common factor and lowest common multiple Solve problems with fractions in real life context	Use formulae in a variety of contexts e.g. perimeter, area and angles Solve worded problems using algebra Understand straight line graphs in the context of real life problems Substitute into formulae such as SUVAT equations	Problem solve with area of circles in a real life context. Use angle facts to solve algebraic problems	Word problems Real life context, financial mathematics e.g. VAT and compound interest Solve problems with percentage change	Use pie charts in a variety of contexts Collect, record, group data and make inferences and draw conclusions	Volume questions in context e.g. tank is emptying at a rate of...
Middle Stake Testing	6 question grids Try News	6 question grids Try News	6 question grids Try News	6 question grids Try News	6 question grids Try News	6 question grid Try News
High Stake Testing			Assessment 1			Assessment 2
Skills Development	By building on the skills and knowledge learned in year 7 we continue to ensure fluency across the 5 mathematical strands. Students build their knowledge through problem solving, constructing chains of reasoning and evaluating their methods. They can recall, apply and interpret information and perform single- and multi-step procedures. Application is a core skill for Y8 students as they learn how mathematics fits into the wider world. Students develop their proportional reasoning skills by making links to algebra, shape, space and measures and handling data. Students consolidate the links between algebra and arithmetic.					

Long Term Plan (Year 8 Biology)

Year 8 Intent / End Point: Students will build on the “Big Ideas in Biology” (as outlined on the Learning Journey). They will look in more detail at some of the organ systems discovered in Year 7, namely the digestive system, plant reproductive system, respiratory and circulatory systems. They will also build on their studies of the reproductive system by looking at inheritance, linking it to ideas of evolution.

Phase 1 - HT1&HT2		Phase 2 - HT3 & HT4		
<u>Unit title</u>	8A Food and Nutrition and 8D Unicellular Organisms	8B Plants and their reproduction and 9B Photosynthesis	8C Breathing and Respiration	9A Genetics and Evolution
Subject Knowledge	<ul style="list-style-type: none"> • Components of a healthy diet • Parts of the digestive system • 5 kingdoms of classification and unicellular organisms • The carbon cycle and decay 	<ul style="list-style-type: none"> • Classifying plants • Parts of flower and pollination • Sexual and asexual reproduction • Photosynthesis 	<ul style="list-style-type: none"> • Aerobic and anaerobic respiration • Breathing and gas exchange in water and by plants. • Effect of exercise. • Means and ranges. Cause and effect. 	<ul style="list-style-type: none"> • Natural selection and evolution • Environmental and inherited variation linked to continuous and discontinuous variation. • Discovery of DNA by Watson and Crick • Genes, extinction, and biodiversity
Working Scientifically	Students should carry out observations regarding food tests and form conclusions about the nutritional content of food Students will use formulae to calculate the area of a rectangle and a cuboid and relate to the microvilli	Students will learn to use the terms estimate, sample and accuracy. Students will also plan an appropriate sample size and use a sample to calculate an estimate of population size.	Students investigate the effect of exercise on breathing and heart rate and use the data to explain why data with a small range is of good quality, calculate means and identify anomalous results in data.	Students will use scientific data regarding continuous variation to describe what probability is. They will then calculate and interconvert probabilities between different forms (percentage, decimal, fraction).
Literacy and Numeracy	Students will interpret and manipulate data from food labels Students will use vocabulary to add weight to arguments, to create bias and distinguish between points that are supported by evidence and those that are not.	Students will develop their scientific writing to include clear paragraphs with a topic sentence, supporting sentences and summary techniques and develop unity, cohesion, and order in paragraph writing. Students will estimate population size.	Students will calculate means and remove anomalous results. Students will distinguish between facts and opinions and develop logical sequences of points in writing (e.g. by using words that show cause and effect).	Students will calculate probability. Students will construct convincing and balanced arguments (taking account of different viewpoints to make counter-arguments).
Middle Stake Testing	End of Unit Test 8A Purposeful Practice (Try now)	End of Unit Test 8B Purposeful Practice (Try now)	End of Unit Test 8C Purposeful Practice (Try now)	End of Unit Test 9A Purposeful Practice (Try now)
High Stake Testing	End of Year Assessment			
Skills development	Students will continue to develop confidence in mathematical skills, thinking scientifically and communicating their ideas clearly and logically.			

Yr 8 Long Term Plan (Chemistry)



Year 8 Intent / End Point: Students continue their learning journey into the “Big Ideas” in Chemistry (as outlined on the Learning Journey). They recap on the idea of atoms and how they combine to make compounds. They learn how atoms are rearranged in combustion reactions. This is extended into a study of corrosion and displacement reactions. They begin to link properties of metals with their uses. They will be able to understand physical and chemical weathering of rocks in the Earth’s crust and the minerals from which they are made.

Unit title	8E/F Combustion/ Periodic Table	8G/9F- Metals and their Uses/Reactivity	8H- Rocks		
Subject Knowledge	<ul style="list-style-type: none"> Recap on Atoms and Dalton’s Atomic Model. Differences between Atoms, Elements and Compounds. Chemical Symbols and Formulae. Chemical reactions as the rearrangement of atoms. Conservation of mass, changes of state and chemical reactions. Combustion and Oxidation reactions. Fire safety. How to stop combustion reactions. How burning fuels produces pollution. What catalysts do. The Carbon Cycle. The composition of the Atmosphere. The production of carbon dioxide by human activity and the impact on climate change. 	<ul style="list-style-type: none"> Describe some common properties of metals and non-metals. Model simple reactions of metals and non-metals using word equations. Describe the corrosion of metals by reactions with oxygen. Recall ways in which iron can be prevented from rusting. Use information on the reactions of metals with water and acid to place them in an order of reactivity. Explain why metals are often alloyed with other elements. Classify changes as exothermic or endothermic from temperature changes. Explain why a displacement reaction may or may not occur. Recall that the extraction of some metals is more difficult than others, depending on the metal’s reactivity. 	<ul style="list-style-type: none"> Recall what earthquakes and volcanoes are. Explain why different rocks have different properties. Explain how certain rocks are porous and/or permeable. Describe how igneous rocks are formed. Describe how metamorphic rocks are formed Explain the variation in crystal size in an igneous intrusion, in terms of cooling rate Describe the effect of chemical weathering on rocks. Describe the link between the size of rock fragments carried and the water speed Describe how sedimentary rocks are formed. Evaluate the environmental effects of quarrying and mining. 		
Working Scientifically	<p>Identify variables that need to be controlled in a given experiment. Plan ways in which to control a simple control variable.</p>	<p>Explain the need for a fair test. Plan ways in which to control more than one variable. Justify the choice of control variables.</p>	<p>Identify data that is repeatable, not repeatable, reproducible, not reproducible, reliable and not reliable.</p> <p>Explain why repeatable, reproducible, reliable data are better quality. Suggest a simple way to improve an investigation.</p>		
Literacy and Numeracy	<p>Lit: Distinguish between information and explanation texts. Use information and explanation texts to answer different types of question.</p>	<p>Num: Interpreting line graphs.</p>	<p>Lit - the use of adjectives to accurately describe substances in science.</p> <p>Num - calculating mean values and percentages drawing and interpreting bar charts and line graphs. Calculate percentage change.</p>		
Middle Stake Testing	End of Unit Test 8E/F	Purposeful Practice (Try now)	End of Unit Test 8G		
High Stake Testing		Assessment 1			
Skills development	Students will learn how to identify variables in a scientific investigation and to justify their choice of control variables. They will learn how to effectively communicate their observations in experiments and to interpret the results after presenting them in a graph.				
			End of Unit Test 8H	Purposeful Practice (Try now)	End of Year Assessment

Yr8 Long Term Plan (Physics)

Year 8 Intent / End Point: Students continue their learning journey into the “Big Ideas” in Physics. They will recap the idea of energy & how energy cannot be made or destroyed, only transferred from one store to another. Pupils will then learn about the nature of Light and begin to link Ideas on Light to those already formed on Sound. The unit of Force Fields & Electromagnets will revisit some key Ideas from the Electricity unit before pupils add to their knowledge of Forces by linking balanced & unbalanced forces to the effect on the motion of an object. Finally students will describe & begin to explain the nature of the Solar System.

		Phase 1 (HT1 & HT2)		Phase 2 (HT3 & HT4)		Phase 3 (HT5 & HT 6)	
Unit title		<u>8K Energy Transfers</u>	<u>8I Light</u>	<u>9J Force Fields & Electromagnets</u>	<u>9I Forces & Motion (2 lessons)</u>	<u>8L Earth & Space</u>	<u>8I Fluids (2 lessons)</u>
Subject Knowledge	<ul style="list-style-type: none"> The difference between internal energy & temperature Transferring energy by conduction, convection & radiation How do we control energy transfers to make them more efficient? Calculate the power & efficiency of appliances 	<ul style="list-style-type: none"> Light waves, reflection light scattering, straight lines path, Ray diagrams, mirrors, refraction, lens, ray box, the eye comparison Colour, objects in different coloured lights, filters The spectrum of white light 	<ul style="list-style-type: none"> What surrounds a magnet? Static electricity & its effects Changing the flow of current in an electrical circuit. Factors affecting resistance Investigating electromagnets 	<ul style="list-style-type: none"> Identify load effort & pivot on a lever diagram Calculating the turning effect & identifying factors which may increase the effect Calculation of Work Done 	<ul style="list-style-type: none"> Different models of the Solar System Seasonal changes The earth & its magnetic field Gravity in space Studying beyond the Solar System 	<ul style="list-style-type: none"> How fluids exert a pressure Why some objects float & some objects sink Balanced & unbalanced forces Ways to reduce drag 	
Working Scientifically	Students will learn to state the meaning of accuracy. State the meaning of: precision. Use information about resolution to choose measuring instruments. Explain how to avoid systematic and random errors.	Students will learn how to draw & use ray diagrams to investigate light	Students will learn to round numbers to a given number of decimal places or significant figures. Decide on an appropriate level of accuracy before rounding numbers	Students will learn to draw & interpret force diagrams	Students will learn to use ratio notation to compare things. Convert fractions to decimals and percentages to help with comparisons	Students will learn to use how to use prepositional phrases in writing to make information clearer.	
Literacy and Numeracy	Students will learn to use the right language for their audience & produce authoritative texts by using appropriate vocabulary for a stated audience.	Students will learn to present information using a mixture of text, diagrams, charts and graphs. Develop clear points to present ideas and opinions, structure paragraphs in a clear manner and develop logical sequences of points in writing. Outline some ways in which the same scientific information should be presented for named audiences. Evaluate different ways of presenting the same information.	Students will learn to use cohesive devices to make text clearer and easier to read.	Students will learn to recall & use scientific equations used to calculate Work Done & the turning effect (moment).	Students will learn to present arguments	Students will learn to use how to use prepositional phrases in writing to make information clearer.	
Middle Stake Testing	<u>EOU Test - 8K</u> Purposeful Practice (Try now)	<u>EOU Test - 8I</u> Purposeful Practice (Try now)	<u>EOU Test- 9J</u> Purposeful Practice (Try now)		<u>EOU Test - 8L</u> Purposeful Practice (Try now)		
High Stake Testing		Assessment 1				End of Year Assessment	
Skills development	Students will learn how to make the data gathered during investigations both accurate & precise by adapting their method appropriately. They will also increase their confidence in the recall & use of scientific equations, giving answers to a suitable number of sf.						

Long Term Plan Year 8 History

Year 8 Intent / End Point: The Year 8 curriculum again takes a chronological approach, giving students a sequential understanding of the past. The curriculum allows students to explore different peoples' perspectives on key issues and events from the past, and think critically about the world in which they live. The curriculum also allows for students to make links to other societies, cultures and world events, along with developing the key historical skills of analysis, evaluation, change and consequence and similarity and difference.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	Why was the Industrial Revolution so Important to GB?	How democratic was GB in 1850 and should we be proud of the British Empire?	Should we be proud of the British Empire (Legacy of Slavery)	Did Black lives always matter?	How Great was the Great War?	How Great was the Great War?
	Q1: What was the domestic System? Q2: What was the factory System? Q3: Why were conditions so bad in factories? Q4: Who were the Great Inventors? Q5: What was like to live in the towns and cities of Industrial Britain? Q6: How did the Industrial revolution help to lead to parliamentary change?	Q1: Who were the Suffragettes? Q2: Why were the Suffragettes important?? Q3: How did the Industrial Revolution help to Develop the British Empire? Q4: Why is the British Empire important? Q5: Was the British Empire a force for good?	Q1: What is slavery? Q2: How did slavery change after 1440? Q3: What was the triangular trade" Q4: What was the middle passage? Q5: What happened when the slaves Arrived in the Americas? Q6: What was life like on a plantation? Q7: How did slaves resist?	Q1: Why was slavery abolished? Q2: Why was there a war over slavery in the USA? Q3: Who were the KKK? Q4: What were the Jim Crows Laws? Q5: What started the civil rights movement? Rosa Parkes and MLK Q6: What was Black Power? Q7: Do Black Lives matter in 2021? How far have things changed?	Q1: What were the MAIN long-term reasons why WWI broke out? Q2: Why was Franz-Ferdinand assassinated? Q3: What was the Schlieffen Plan and how did contribute to WWI? Q4: What was life in the Trenches like? Q5: What was recruitment like in WWI? Q6: What new weapons were created to try and break the deadlock of trench warfare?	Q7: What was propaganda and how was censorship used in the war? Q8: How did women contribute during WWI? Q9: Why was the Battle of the Somme a disaster for the British? Q10: Why did Germany lose WWI? Q11: How did the Treaty of Versailles try to secure peace after 1918?
Key Questions						
		<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation (Balanced responses)
Skills	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation (Balanced responses) 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Similarity and Difference Continuity and Change Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation 	<ul style="list-style-type: none"> Describing events Source analysis Explaining significance Supported judgements Evaluation (Balanced responses)
Middle Stake Testing	1-Explain why conditions in factories were so bad during the industrial revolution 2-How important were the 'Great Inventors'?	1- 'The suffragettes did more harm than good for the cause of women's suffrage'. How far do you agree? 2-How did the Amritsar Massacre help the cause of Indian Independence?	1-Explain the significance of the 'Triangular' Trade 2-What was life like on a Plantation?	1-Why was slavery abolished in the British Empire? 2-How have things changed for Black people today?	1-Write an account of the assassination of Franz-Ferdinand and why his death led to war 2-Why were conditions in the trenches so bad?	1-Why was the 1 st July, 1916 a disaster for the British Army? 2-Why did Germany lose WWI?
High Stake Testing	Assessment 1 – Industrial Revolution, Slavery and the Black Peoples' of the Americas (HT3)					
Skills development	Students will build on their knowledge from Year 7, developing their skills of analysis and evaluation. They will also be introduced to key topics that are still relevant and controversial today. Students will be able to interrogate key historical debates, and arrive at well supported judgements. Finally, students will be able to understand and assess how things have changed over time and what is still similar today.					
	Assessment 2 – How Great was the Great War with links to the previous topics (HT6)					

Long Term Plan Geography Year 8

Year 8 Intent / End Point: In Year 8 our key theme is 'Sustainable Futures' where we explore the interconnection between the physical environment and human's impact upon that environment, but also how our lives are impacted by the environment. We learn about how our planet has been used as a resource and think about how we can lead sustainable lives in the future.

	HT1	HT2	HT3	HT4	HT5	HT6
Sustainable Futures	Restless Earth	Living off the Earth's resources	The Middle East	Economic Activities	Population	Urbanisation
Physical and Human	<p>P 1. What is the structure of the Earth?</p> <p>P 2. What is the distribution of earthquakes and volcanoes?</p> <p>P 3. What happens at plate margins</p> <p>P and H 4 How much damage can an earthquake cause?</p> <p>P and H 5. Case study: The Sichuan earthquake</p> <p>P 7. What damage do tsunamis do?</p>	<p>P and H 1. What are the Earth's resources?</p> <p>P and H 2. Is there enough water?</p> <p>P and H 3. What have they done to the Ogallala?</p> <p>P and H 4. Can everyone have water?</p> <p>P and H 5. What is happening to the Earth's carpet?</p> <p>P and H 6. What is desertification?</p> <p>P and H 7. How can we solve desertification?</p>	<p>P 1. Where is the Middle East?</p> <p>P 2. What are the landscapes of the Middle East?</p> <p>P 3. What is the climate of the Middle East?</p> <p>H 4. How is population distributed in the Middle East?</p> <p>H 5. What are the differences between countries on the Arabian Peninsula?</p>	<p>H 1. What are economic activities?</p> <p>H 2. What is the employment structure of the UK?</p> <p>H 3. What is the employment structure of the world?</p> <p>H 4. How does employment impact on people's lives?</p> <p>H 5. Case Study: The clothing industry in Bangladesh</p> <p>H 6. How can fashion be sustainable?</p>	<p>H 1. Why is our population growing?</p> <p>P and H 2. What is the distribution of the global population?</p> <p>P and H 3. Where do people live in the UK?</p> <p>H 4. Where is the world's population growing?</p> <p>H 5. Case Study: The Chinese one-child policy</p> <p>H 6. What were the impacts of the one-child policy?</p> <p>H 7. What is the future of population growth?</p>	<p>H 1. What is urbanisation?</p> <p>P and H 2. Why did Manchester grow?</p> <p>H 3. How has Manchester changed over time?</p> <p>P and H 4. What are the causes of migration?</p> <p>H 5. What is life like in a slum?</p> <p>H 6. Case Study: Masdar - A sustainable city</p>
Skills	<p>Describing processes</p> <p>Explaining processes</p> <p>Explaining the formation of landforms</p> <p>Evaluation of human impacts</p>	<p>Describing graphs</p> <p>Explaining trends in graphs</p> <p>Evaluating impacts</p> <p>Assessing sustainability</p>	<p>Describing graphs</p> <p>Comparing data sets</p> <p>Creating choropleth maps</p> <p>Comparing locations</p> <p>Atlas skills</p>	<p>Describing and comparing pie charts</p> <p>Explaining economic trends</p> <p>Assessing impact</p>	<p>Describing and analysing choropleth maps</p> <p>Assessing impact</p> <p>Hypothesising future trends</p> <p>Explaining global trends</p>	<p>Comparing contrasting locations</p> <p>Explaining changing levels of development</p> <p>Interpreting data</p>
Middle Stake Testing	<p>Explain why earthquakes and volcanoes occur at destructive plate margins</p> <p>Using an examples explain why earthquakes can be so deadly</p>	<p>Explain the methods used to solve water scarcity</p> <p>Evaluate the methods used to halt desertification</p>	<p>The Middle East is just desert. How far do you agree with this statement?</p>	<p>Describe and explain the UK's changing employment structure</p> <p>Explain why the clothing industry has grown in Bangladesh</p>	<p>Using examples explain the pattern of population distribution in the UK</p> <p>To what extent was the one child policy successful</p>	<p>Describe and explain how Manchester changed over time</p> <p>Explain the growth of slums and describe the conditions within them</p>
High Stake Testing	Assessment 1 – Restless Earth					
Skills development	Assessment 2 – Living off the Earth's Resources and Restless Earth					
	Assessment 3 – Middle East, Economic Activities					
	<p>Pupils will build on their knowledge of world geography but also begin to understand the processes that shape the world. They will understand humans impact on the planet and be able to evaluate a range of sustainable solutions to help overcome the challenges presented by population growth and resource demand. Pupils will be exposed to a wide variety of data presentation techniques including choropleth maps, pie charts, climate graphs and topographical maps which they will describe and analyse using contextual knowledge.</p>					

Year 8 – Religious Studies

Year 8 Intent / End Point: In Year 8, students will be introduced to key world faiths, investigating key Beliefs, Teaching and Practices. They will be provided with a safe environment to question and reflect upon all information and encouraged to identify key similarities and differences between different religious viewpoints. The year begins with an investigation into the Bible, its structure and content as a source of authority for Christians. There is an in depth exploration of the gospel of Luke and followed with a module of reflection concerning modern day uses of the Bible for believers in times of crisis. The year concludes with an investigation into different belief systems concerning the divine, with Buddhism believing in no God and Hinduism's portrayal of being Polytheistic and Sikhism as the most modern of the 6 major world religions.

Unit title	Unit 1 Half term 1 and 2	Unit 2 Half term 3	Unit 3 Half term 4	Unit 4 Half term 5	Unit 5 Half term 6
<p>Learning About Religion (Knowledge)</p> <ul style="list-style-type: none"> • Birth • Authority- over sickness/people. Demons • Forgiveness • Teaching • Compassion- sinful woman • Confession of Faith • Love- Good Samaritan • Prodigal • Hell • Salvation • Covenant- Last supper • Crucifixion • Resurrection • Certainty 	<p>Exploring The GOSPEL- LUKE</p>	<p>Do Sacred Writings Enable Individuals To Respond In Times Of CR?</p> <ul style="list-style-type: none"> • Decisions, decisions • Guidance in times of crisis • How do some people use the bible? • How easy is it to follow the example of Jesus? • Can life in crisis be inspired by the bible? 	<p>BUDDHISM</p> <ul style="list-style-type: none"> • Core Belief- 4 noble truths • Belief in action- 8 fold path • Role Model- Siddhartha Gotama • Worship- Meditation • Festival- Wesak 	<p>HINDUISM</p> <ul style="list-style-type: none"> • Core Belief- Gods • Belief in action- symbolism in worship • Place of Worship- Puja • Community- Divali • Belief- life after death 	<p>SIKHISM</p> <ul style="list-style-type: none"> • Core Belief- Mool Mantar • Belief in action- 5 K's • Role Model- Khalsa • Place of Worship- Gurdwara • Community- Langar • Ceremony- birth rites • Ceremony- marriage • Belief- life after death
<p>Learning From Religion (Reflection)</p>	<ul style="list-style-type: none"> • Exploring how the gospel of Luke portrays the inclusive Jesus 	<ul style="list-style-type: none"> • Exploring modern day relevance of the Bible • Reflecting upon the life of Jesus as form of guidance 	<ul style="list-style-type: none"> • Comparison of Buddhist beliefs and practices to Christianity • The value of meditation and positive mind-set 	<ul style="list-style-type: none"> • Comparison of Hindu beliefs and practices to Christianity • Life after death • Use of symbolism in community 	<ul style="list-style-type: none"> • Comparison of Sikh beliefs and practices to Christianity
<p>Middle Stake Testing Extended written Response to 'Purposeful Practice Question'</p>	<ul style="list-style-type: none"> • Explain how the Gospel of Luke communicates how Jesus has authority • What key messages can we learn from the prodigal? 	<ul style="list-style-type: none"> • 'The Bible should be the first place a Christian turns to when needing guidance.' • 'The teachings of the Bible are still relevant today to those needing support in troubled times' 	<ul style="list-style-type: none"> • Does a religion need a God 	<ul style="list-style-type: none"> • Do you think it is better for religions to have one God or many? • Only religious people should celebrate religious festivals? 	<ul style="list-style-type: none"> • Are people who are prepared to die for their faith brave or foolish? • Are arranged marriages a good idea?
<p>High Stake Testing</p>			<p>Assessment 1</p>		<p>Assessment 2</p>
<p>Skills development</p>	<p>All students will embrace previously developed skills and further progress in the skill of empathy- considering the thoughts and feelings, beliefs and values of others. Ultimately being able to see the world through someone else's eyes. Students will begin to analyse, including the ability to draw out essential ideas and distinguish between opinion, belief and fact. This will support students in their ability to distinguish between key features of different faiths. In turn this will empower pupils to synthesise ideas, making links between religious concepts and ideas, and applying to different situations. Through reference to different views and using reason to support ideas, students will be able to both evaluate and draw conclusions upon information encountered.</p>				

Principles that underpin your curriculum

Year 8 Spanish Long Term Plan

Year 8 Intent / End Point: The Year 8 Spanish curriculum is designed to expand on the knowledge acquired from Year 7. Students continue to **describe events** in the **present tense**; their **knowledge of the future tense** is widened by the introduction of the conditional tense and students are introduced to the **past tense** and **reflexive verbs**. Adjectival agreement

knowledge is consolidated and students build on their knowledge of opinions by making comparisons. **Linguistic Competence/ Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>				
<u>Unit title</u>	¿Dónde Vives?	¡Vamos a Salir!	El Verano Pasado	¡Vamos Viajar!	Tecnología y Entretenimiento	Mi Tiempo Libre				
<u>Vocabulary</u>	<ol style="list-style-type: none"> 1. Geography of Spain [1,2] 2. House of my dreams [1,2] (a) 3. Talking about my town/city [1,2,3] (c, e) 4. Where I can go out in my town/city [1,2,3,5] (b) 5. Where I would like to live in the future and why [2,3,4,7] (b) 6. Making plans to go out and eating out [1,4,6,7] (d, i) 7. My weekend plans [1,7] (e) 	<ol style="list-style-type: none"> 1. Where I went on holiday [1,2,4] (e,g) 2. What I did on holiday [1,2,] (d) 3. What the weather was like [2] (c,h) 4. What I did on the last day [1,2,5] (d) 5. Past tense opinions [2,3] (b,) 6. Where I am going on holiday next year [5, 6] (b,f) 7. Summer Camp [2,3,6] (c) 	<ol style="list-style-type: none"> 1. Free Time and media [2] (h) 2. What I usually do on my mobile [1,2] (f,i) 3. What are you going to do on your smartphone [3] (b,g) 4. Television programmes [2,4] (e) 5. Getting ready to go out [1,2,3,5,7] (c,d) 6. What I did yesterday [7] (h) 7. Famous Hispanic singers [2] (h) 8. Favourite sports [2,3,7] (b) 9. Cinema - Film study: 'Coco' [2,4] (h) 	<ol style="list-style-type: none"> 1. Preterite tense (AR, ER + IR verbs) – yo, él/ella, nosotros 2. Irregular verbs SER /IR/HACER (preterite tense) – él/ella 3. Preterite of GUSTAR and ENCANTAR 4. Prepositions - en, a 5. Near future tense - yo, él/ella, nosotros, ellos/ellas 6. Conditional tense – yo, tú, él/ella 	<ol style="list-style-type: none"> 1. Production Skills (WT/SP/K&G) 2. Production Skills (WT/SP/K&G) 	<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 	<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 			
<u>Grammar</u>	<ol style="list-style-type: none"> 1. Definite / indefinite articles 2. SER/ESTAR/HABER/IR (Present tense) – yo, tú, él/ella 3. Verb subject agreement 4. Conditional tense – yo, tú, él/ella 5. Se puede vs se pueden 6. QUERER – yo, tú, él/ella 7. Near future - yo, tú, él/ella, nosotros 									
<u>Phonics</u>	<ol style="list-style-type: none"> a. Soft/hard [c] d. [j] g. [r] / [rr] 	<ol style="list-style-type: none"> b. Soft/hard [β] e. [que] h. [v] 	<ol style="list-style-type: none"> c. Silent [h] f. [j] / [ij] i. [qui] 	<ol style="list-style-type: none"> a. Soft/hard [c] c. [h] f. [v] 	<ol style="list-style-type: none"> b. Soft/hard [β] d. [a, e, i, o, u] g. [ui] 	<ol style="list-style-type: none"> e. [ñ] h. [z] 	<ol style="list-style-type: none"> a. [a], [e], [i] f. [guel]/[gui] 	<ol style="list-style-type: none"> b. [j] g. [v], [b] 	<ol style="list-style-type: none"> c. [j] / [ij] h. [a,e,i,o,u] 	<ol style="list-style-type: none"> d. [r] / [rr] e. [que] i. [ue]
<u>Middle Stake Test</u>	<ol style="list-style-type: none"> 1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar 		<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 		<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 		<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 	<ol style="list-style-type: none"> 1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G) 		
<u>High Stake Test</u>	<u>High Stakes Assessment 1</u>						<u>High Stakes Assessment 2</u>			
<u>Skills development (L,R,W,S)</u>	<p>Students become more confident communicators and can listen to standard, familiar forms of spoken language and read a range of different sources, authentic or adapted, to obtain information and respond. Phonics are reinforced to enable a greater understanding of Spanish pronunciation. The curriculum also allows students to further manipulate vocabulary and grammar in order to produce extended written accounts which now include 3 tenses and justified opinions as well as comparisons.</p>									

Principles that underpin your curriculum

Year 8 Long Term Plan ART



Year 8 Intent / End Point:

Students will follow thematic based projects which allow them to build on their knowledge of the key visual elements Colour, Tone, Form, Line, Pattern, shape, composition and texture. Students will be able to confidently apply skills to follow a design process using drawing as a base for exploration.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
Unit title	African Cubism Pattern/Tone	African CUBISM Line/Mark-making	Perspective Colour/tone/form	Perspective Colour/tone/form	Bugs Texture/shape	Bugs Line/Mark-making	
Explore ideas, record experiences	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook
Develop proficiency in drawing, painting and other art, craft techniques	Drawing	Drawing 3D Sculpture – card layering/construct	Drawing Pencil crayon techniques	Drawing painting skills/painting techniques	Drawing pencil crayon	Drawing Printmaking Relief printing	
Evaluate and analyse creative work using the language of art, craft and design.	Be able to identify the features of an African mask, be able to see and explain the link between Picasso's Cubist works and African masks	Be able to recognise and articulate the key features of Cubist works of Art	Using language to describe and apply the key terms used in one point perspective drawing	Apply understanding of Surrealism visually in a final piece. Be able to explain what makes the piece Surreal	Make links and identify the key visual elements present in works of art. Be able to articulate the differences and similarities in works of art	Explain a process using subject specific terms and vocabulary	Analyse
Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	African Art Picasso/Cubism historical context	African Art Picasso/Cubism historical context	Surrealism Introduce the idea and concept of Surreal art.	Surrealism Apply understanding of Surrealism visually in a final piece. Be able to explain what makes the piece Surreal	Bug Artist PowerPoint	Reference to the work of printmaker Alison Headley	
Middle Stake Testing	Do Now tonal gradient/mark-making Questioning	3D skills (building making layering)	One point perspective Bird eye view Questioning	Surrealism research Do Now Perspective	Written responses to artist stimulus Do Now key visual elements/printing process	Alison Heardley research sheet Presentation and written response	
High Stake Testing	Assessment 1 Mask drawing – tonal			Assessment 2 Final Surreal room one point perspective		Assessment 3 Final bug print	
Skills development	Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.						

Long Term Plan Year 8 Design & Technology

Year 8 Intent / End Point: In Year 8 pupils will continue to build on the foundations they covered in Year 7. They will learn how to create more complex products which include an element of movement, and how to work with a highly resistant material, mild steel.

Year 8 Intent / End Point Food Tech:

By the end of Year 8, students will fully understand the principles behind the planning of balanced meals; the function of key ingredients and how to use them in food preparation; the calorie impact of different types of food and what our bodies need to do to utilise the energy from. They will also understand the science behind how starch can be used as a thickening agent to enhance the viscosity of a range of dishes.

		<u>Learning Phase 1</u>	<u>Learning Phase 2</u>	<u>Learning Phase 3</u>
Unit title		Food Technology	Control	Resistant Materials Metals & Ergonomics
Knowledge		Functions of Ingredients	Mechanisms & Levers	Metals & Ergonomics
		<ul style="list-style-type: none"> Understand of how to plan balanced meals Understand the functions of ingredients Understand the energy value of the 3 main macronutrients and how our bodies make use of them Understand the science behind how starch can be used to thicken a liquid 	<ul style="list-style-type: none"> Target user/market. Types of motion. Types of mechanism. Levers. Safety in the workshop. 	<ul style="list-style-type: none"> Types of metal & their characteristics. Working & Physical properties. Anthropometrics & Ergonomics Safety in the workshop Riveting
Application (Design and Make)		<ul style="list-style-type: none"> <u>Practical 1-</u> cheesy Pasta Sauce making, using stove and managing varying temperatures <u>Practical 2-</u> Pizza Bread making and shaping <u>Practical 3-</u> Sausage Rolls Working with standard components and high risk ingredients <u>Practical 4-</u> Fruit cupcakes The creaming method <u>Practical 5-</u> Fajitas Bread making, shaping, dry frying <u>Practical 6-</u> Fruit Pies Pastry making 	<p>Design:</p> <p>Freehand sketching Intro to Rendering</p> <p>Make:</p> <p>Modelling from card. Creating movement using mechanisms. Subtractive manufacture using wood. Creating a quality finish. Creating movement through fixed and floating pivots.</p>	<p>Make:</p> <p>Subtractive using metal. Cross/draw filing. Marking on metal. Using templates. Centre punching. Safe work piece clamping. Riveting.</p>
Evaluate		<p>Evaluate</p> <p>Students will complete an evaluation task after each practical, which will outline areas that work well as well as areas for improvement</p>	<p>Evaluate:</p> <ul style="list-style-type: none"> Using user feedback <p>Evaluate:</p> <ul style="list-style-type: none"> Comparison of product against criteria 	<p>Evaluate:</p> <ul style="list-style-type: none"> Comparison of product against criteria
Middle Stake Testing		<ul style="list-style-type: none"> Function of Ingredients Theory Test Practical Assessment 	<ul style="list-style-type: none"> Design Task Mechanisms Theory Assessment 	<ul style="list-style-type: none"> Practical assessment Theory Assessment
High Stake Testing		Assessment 1 Mid Year Assessment		
Skills development		<p>Control & Resistant Materials</p> <p>Pupils will develop their skills of analysis and application by investigating how mechanisms create movement, and using their findings to design products that move as intended. They will also be encouraged to work more independently in the workshop through the use of jigs and templates to enable them to create accurate high quality products.</p>		
		Food Technology		Assessment 2 – End of Year Test
		<p>Students will continue to develop confidence in handling kitchen equipment safely. They will develop their food preparation skills by learning sauce making and how to make bread dough using a raising agent</p>		

Principles that underpin the curriculum

Long Term Plan: DRAMA – Year 8

Year 8 Intent / End Point: Students will build upon their foundation of core acting skills, and will be able to use this knowledge to devise effective performances that engage an audience. Students will be confident and creative performers who are able to try new ideas, and build upon constructive feedback from both their teachers and peers.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Darkwood Manor	Aliens	Joyriding	Melodrama & Soap Opera	Greek Theatre Set Text - Antigone		
Exploring	Genre/ Horror/ Soundscapes/ Tension/ Silence/ Pause/ Pace/ Pitch/ Tone /Thought-tracking/ Narration	Empathy/ Forum Theatre/ Problem solving/ Negotiating/ Communicating in role /Flashbacks	Tableaux/ Role play/ Characterisation/ Hot seating/ Mime/ Stimulus/ Monologue The Identification by Roger McGough	Stock character/ The Origins of Theatre/ Stereotypes/Characterisation Episodes/ Multi-rolling/ Cliff- hanger	Playwright/ Genre/ Tragedy/ Theatre Roles/ Masks/ Catharsis/ Tragic Hero/ Themes/ Characterisation/ Sustaining character/ Corpsing/ Staging/ Blocking/ Cues		
Devising	Students will be devising work every lesson using new techniques such as choral speaking, soundscapes, and using their voice to create tension.	Students will use spontaneous and polished improvisation to devise scenes exploring the idea of Aliens coming to Earth – This will evolve into current affairs and the refugee crisis.	Students will use poetry as a stimulus to devise a piece of Drama that warns about the effects of joyriding. Students will use thought tracking, flashback, mime, monologue and duologue to explore the theme.	Students will devise work each lesson using stock characters and their characteristics. Students will develop key acting skills in addition to flashback and flash-forward, split scene using the fourth wall.	Each lesson students will work with the key conventions of Greek Theatre: chorus, unison, cannon and direct address – To realise key scenes from Antigone on stage. They will devise the staging/ movement of characters using their understanding of blocking, levels, status and proxemics.		
Performing	A performance using key techniques to build tension – silence and soundscape	A polished improvisation that demonstrates an effective flashback scene.	A structured performance that incorporates the above techniques to tell the story of Stephen.	An episode of their own Soap Opera, incorporating more than one storyline and ending on a cliff-hanger	Performance of a key extract from the text. Students will be expected to perform off script, and to have learnt cues/ positioning on stage.		
Middle Stake Testing	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	
High Stake Testing			Performance of a devised piece using the stimulus: The Identification by Roger McGough			Performance of a key extract from the text using the conventions of Greek Theatre.	
Skills development	Students will develop key acting skills and acquire knowledge of additional techniques: monologue, duologue, soundscapes, silence, flashbacks, tableaux, multi-rolling, choral speaking, cannon, unison. For Middle Stake Testing , students will be tested on their knowledge of Drama terminology and techniques through a written assessment (knowledge organisers will provide the content for revision). High Stake Testing will be a practical assessment in which students will demonstrate application of the learnt terminology and techniques.						