



# **Year 8 Curriculum**

## **Guidance**

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Introduction from the staff at TIBHS

Learning journey and progress review in:

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PE

Art

- Please note the long term plans are subject to change

## **Introduction**

Our aim at Tauheedul is simple – we want to provide the **best possible education** for you in the **most secure Islamic environment**.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

**Tauheedul targets** require all students to make **4 levels of progress from KS2 to KS4**; Tauheedul expected progress means you will make more progress than 90% of students at other schools; pupils achieving a **level 4 by the end of KS2 (year 6) are expected to achieve at least a grade B at GCSE (year 10 or year 11)** This Curriculum Guidance section shows how you will make this progress through the learning journey you will undertake in each of your subjects. It will also be used to record your results and targets for improvement after every assessment. If, for any reason, you fall behind in your studies, we will ensure you catch up through intervention and revision sessions; you simply need to turn up on time, ready to learn.

**All the staff at Tauheedul Islam Boys' High School.**

**ENGLISH LONG TERM PLAN YEAR 8 2014-15**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
<b>KEY CONCEPTS</b>	Cultural Understanding	Creativity	Critical Understanding	Competence	Competence	Cultural Understanding
<b>THEMES</b>	Fiction reading: 'Frankenstein'	Descriptive Writing	Non-fiction reading	Non-fiction Writing	Exams: reading and writing non-fiction texts	Narrative poetry
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Life, death and creation explored through 'Frankenstein'		Community.		Dealing with hardship- exploring context in poetry.	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	AF2, 5 and 7. Essay on 'Frankenstein'. Week 5. Feedback autumn 2, week 1.	AF 1, 5 and 6. Descriptive writing. Feedback spring 1, week 1.	AF 3, 5 and 6. Comprehension questions on article/speech. Feedback spring 2, week 1.	AF 2, 3 and 6. Writing a letter & speech week 4. Feedback summer 1 week 1.	<b>EOY exam: non-fiction reading and writing. Feedback summer 2, week 1.</b>	Speaking and Listening AF3 talking within role-play and drama. Feedback summer 2, week 5.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
<p>Websites that can help my learning: : <a href="http://www.bbc.co.uk/schools/ks3bitesize/english/">http://www.bbc.co.uk/schools/ks3bitesize/english/</a>, <a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a>, <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>  <a href="http://www.channel4learning.com/support/websites/english.html">http://www.channel4learning.com/support/websites/english.html</a>, <a href="http://www.channel4learning.com/sites/waywithwords/index.html">http://www.channel4learning.com/sites/waywithwords/index.html</a>,  <a href="http://www.mrmen.com/">http://www.mrmen.com/</a></p> <p>Visits to places that can help my learning: Plays – theatre, sporting events, libraries, poetry performances.</p>						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**MATHEMATICS LONG TERM PLAN YEAR 8 2014-2015**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
<b>KEY CONCEPTS</b>	Number Algebra Geometry Statistics	Algebra Probability	Geometry	Geometry Algebra	Number Geometry Handling Data Algebra	Algebra Number
<b>THEMES/ TOPICS</b>	Basic Algebra Averages Perimeter and area Ratio and proportion	Equations and inequalities Calculating probabilities Patterns and sequences	Surface area and volume of 3D shapes Transformations Circles	Constructing bisectors and loci Drawing quadratic graphs	Pythagoras' Theorem Revision for the end of year exam	Percentage change Simultaneous equations
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Patterns in Nature and Pythagoras		Probability and gambling		Symmetry and the golden ratio	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Each of the end of term Assessments will assess the Higher level topics taught from September. The demand and scope of the end of term Assessments will increase as the course progresses. Structure: Paper 1 Non-calculator      Paper 2 Calculator Pupil Self-Assessment. Feedback and targets during post-half term week.				<b>MOCK END OF YEAR EXAM and END OF YEAR EXAM</b> Structure: Paper 1 Non-calculator. Paper 2 – Calculator Pupil Self-Assessment Feedback and targets during post-half term week.	
<p>Websites that can help my learning: <a href="http://www.studymaths.co.uk">www.studymaths.co.uk</a>, <a href="http://www.bbc.co.uk/schools/gcsebitesize/maths">www.bbc.co.uk/schools/gcsebitesize/maths</a>, <a href="http://www.nrich.maths.org.uk">www.nrich.maths.org.uk</a>, <a href="http://www.uk.ixl.com">www.uk.ixl.com</a>, <a href="http://www.ricksmath.com">www.ricksmath.com</a>, <a href="http://www.aamath.com">www.aamath.com</a>, <a href="http://www.mathsisfun.com">www.mathsisfun.com</a>.</p> <p>Visits to places that can help my learning: Churches and Mosques, Mathematics exhibitions in Museums, Mathematics Conferences, Bletchley Park, National Space Centre, Manchester School of Architecture.</p>						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b>RAG my <u>current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
	<p>Parental comments</p>				

**SCIENCE LONG TERM PLAN YEAR 8 2014-2015**

	<b>Autumn one (8)</b>	<b>Autumn two (7)</b>	<b>Spring one (6)</b>	<b>Spring two (5)</b>	<b>Summer one (6)</b>	<b>Summer two (6.5)</b>
<b>KEY CONCEPTS</b>	Scientific thinking	Applications and Implications of Science	Cultural Understanding	Collaboration	Communication	Enquiry skills
<b>THEMES/ TOPICS</b>	Food and Digestion Atoms and Elements Sound	Respiration Compounds and mixtures	Heating and cooling Magnets and electromagnets	Rock Cycle and weathering Clean Water	Microbes and disease EOY Test	Year 9 9A Genetics 9I Energy
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Creation: small and big		Conservation		Healthy lifestyles	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Focus: AF 1 Week 3/6 End of unit summative tests Level Ladder tasks Focus: AF 5 Week 3/5 End of unit summative tests Level Ladder tasks Focus: AF 4 Week 3/5 End of unit summative tests Level Ladder tasks Focus: AF 3 Week 4 End of unit summative test Level Ladder task Focus: AF 2 Week 3/5 End of unit summative test PPT Presentation: Micro-organisms Focus: AF 1 Week 3 End of unit summative test Week 5 Research Project				<b>MOCK END OF YEAR EXAM and END OF YEAR EXAM</b> KS3 Science Exam (Biology, Chemistry and Science)	
Websites that can help my learning: <a href="http://www.bbc.co.uk/bitesize/">www.bbc.co.uk/bitesize/</a> , <a href="http://links4science.blogspot.co.uk/">http://links4science.blogspot.co.uk/</a> , <a href="http://www.s-cool.co.uk/">www.s-cool.co.uk/</a>						
Visits to places that can help my learning: MOSI (Museum of Science and Industry), Jodrell Bank Discovery Centre						



Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b>RAG my <u>current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
	<p>Parental comments</p>				

**HISTORY LONG TERM PLAN YEAR 8 2014-15**

	<b>Autumn one (8)</b>	<b>Autumn two (7)</b>	<b>Spring one (6)</b>	<b>Spring two (5)</b>	<b>Summer one (6)</b>	<b>Summer two (6.5)</b>
<b>KEY CONCEPTS</b>	-Knowledge of cultural, ethnic and religious diversity -Interpretation -Change and continuity	-Knowledge of cultural, ethnic and religious diversity -Significance	-Cause and consequence -Knowledge and understanding chronology	-Knowledge and understanding chronology -Cause and consequence	-Chronology -Knowledge and understanding -Cause and consequence	-Knowledge of cultural, ethnic and religious diversity -Significance
<b>THEMES</b>	-Industrial revolution -How did Britain change between 1750-1900 -Jack the Ripper	-Transatlantic slave trade -British Empire – Evil empire or Jewel of the Crown? -Titanic	World War One: -Long term causes -Short term causes -trench warfare -Battle of the Somme -Life on the home front -Russian revolution	-Treaty of Versailles government -The rise of Hitler -Life in Nazi Germany -Causes of the second world war	-Causes of the second world war -Dunkirk – Victory or defeat -Battle of Britain -Stalingrad -D-Day -Pearl Harbour Revision for end of year exam	-Was America right to drop the atomic bomb on Japan? -Holocaust
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Changes in society – Blackburn in the Industrial Revolution		European study		Genocide and ethics	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	-Explain how and why conditions improved for workers in towns and cities in the 19 <sup>th</sup> century -Feedback autumn 2 week 1 -Success/levelled criteria given to all students -APP feedback	-Was the British Empire an evil empire or the jewel in the crown of the Victorian world? Project on slavery? -Feedback spring 1 week 1 -Success/levelled criteria given to all students -APP feedback	-Was Haig the butcher of the Somme? -Feedback spring 2 week 1 -APP feedback	-Project on Hitler and life in Nazi Germany -Feedback summer 1 week 1	-APP feedback End of year exam -Feedback summer 2 week 1	-Essay – case study on the Holocaust -Success criteria provided -Feedback week 6 -APP feedback
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.						

Websites that can help my learning: [www.bbc.co.uk/history](http://www.bbc.co.uk/history), britishempire.co.uk

Visits to places that can help my learning: British History Museum

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**GEOGRAPHY LONG TERM PLAN YEAR 8 2014-15**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)	
<b>KEY CONCEPTS</b>	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity
<b>THEMES</b>	Population	Coast	Weather	Tropical Rainforest	Development	China	
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation		
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	People on Earth, power of the natural,		Power of the natural, Life in extreme environments.		Sustainability, Different cultures, Ethics and trade		
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Assessment will be end of unit test. APP feedback	Assessment and app feedback.	End of unit test	Summative test; partial peer assessment. APP feedback	<b>EOY exam.</b>	Project based assessment with clear success criteria. Enquiry.	
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary:							
Websites that can help my learning: <a href="http://www.geography.learnontheinternet.co.uk/ks3/index.html">www.geography.learnontheinternet.co.uk/ks3/index.html</a> ; <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> ; <a href="http://www.bbc.co.uk/schools/bitesize/geography/">www.bbc.co.uk/schools/bitesize/geography/</a> Visits to places that can help my learning: Formby Sand Dunes (Coast)							

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b>RAG my <u>current attainment</u> and <u>prediction</u>.</b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**RE LONG TERM PLAN YEAR 8 2014-15**

	<b>Autumn one (8)</b>	<b>Autumn two (7)</b>	<b>Spring one (6)</b>	<b>Spring two (5)</b>	<b>Summer one (6)</b>	<b>Summer two (6.5)</b>
<b>KEY CONCEPTS</b>	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life 1.5 Meaning purpose & truth	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life 1.5 Meaning purpose & truth	1.1 Beliefs, teachings and sources 1.3 Identity, diversity & belonging 1.5 Values and commitments	1.1 Beliefs, teachings and sources 1.3 Expressing meaning. 1.5 Values & commitments	1.2 Questions of Identity, diversity and belonging 1.3 Questions of values & commitments	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life 1.2 Questions of Identity, diversity and belonging 1.3 Questions of values & commitments
<b>THEMES</b>	Good vs Evil	Good vs Evil	Interfaith relationships	Interfaith relationships	Blackburn-Community Cohesion	Introduction to GCSE RE
<b>SPEAKING AND LISTENING whole school focus</b>	Group discussion		In role		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Commonality between Abrahamic religions Media portrayal of good vs evil Moral decisions		Understanding different faiths and cultures Learning from religions		Service (Seva) and community service	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	AT 1 Learning about religion & AT 2 Learning from religion. Pupils produce a piece of work which will be levelled.	AT 1 Learning about religion Peer Assessment, AFL and link to GCSE AO Q.D Week 1	Pupils will be given specific assessment question which will be in line with AT1 Week 1	Assessment will focus on EOY target level AT1 Week 1	EOY Exam	Exam style questions –b) and c) type. Week 1
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary:						
Websites that can help my learning: <a href="http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml</a> <a href="http://www.reonline.org.uk/">www.reonline.org.uk/</a>						
Visits to places that can help my learning: Places of worship						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**ARABIC LONG TERM PLAN YEAR 8 2014-15**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
<b>KEY CONCEPTS</b>	LINGUISTIC COMPETENCE	KNOWLEDGE ABOUT LANGUAGE	INTERCULTURAL UNDERSTANDING	KNOWLEDGE ABOUT LANGUAGE	LINGUISTIC COMPETENCE	CREATIVITY
<b>THEMES</b>	Myself, Family & Home - Extended	School	Festivals	Shopping	Hobbies & Sport	Weather
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Importance of healthy living		Interdiction of wasting food.		Respecting our environment	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	AF1 / AF2 Reading and writing assessment on week 8. Feedback on week 1 Autumn 2.	AF1 / AF2 Reading and writing assessment on week 7. Feedback on week 1 Winter 2.	AF1 / AF2 Reading and listening assessment on week 6. Feedback on week 1 Spring 2.	AF2 Writing assessment on week 6. Feedback on week 1 Summer 1.	<b>EOY exam. Feedback summer 2, week 1.</b>	Speaking assessment week 5. Feedback on week 6
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
Websites that can help my learning: Arabalicious.com						
Visits to places that can help my learning: A trip to Egypt, Morocco, Saudi Arabia or Jordan.						



Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**FRENCH LONG TERM PLAN YEAR Y8 2014-15**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
<b>KEY CONCEPTS</b>	LINGUISTIC COMPETENCE	KNOWLEDGE ABOUT LANGUAGE	INTERCULTURAL UNDERSTANDING	KNOWLEDGE ABOUT LANGUAGE	LINGUISTIC COMPETENCE	CREATIVITY
<b>THEMES</b>	My world	Free time	Food and drinks	School and daily routine	Shop and cloths	Healthy life style
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Community cohesion, living together		Helping the poor, protecting the environment		Promoting a healthy lifestyle	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Reading and writing assessment on week 8. Feedback on week 1 Autumn 2.	Reading and writing assessment on week 7. Feedback on week 1 Winter 2.	Reading and writing assessment on week 6. Feedback on week 1 Spring 2.	Speaking assessment on week 5. Feedback on week 1 Summer 1.	<b>EOY exam. Feedback summer 2, week 1.</b>	Listening assessment GCSE foundation paper week 5. Feedback on week 6
<p>Websites that can help my learning: <a href="http://www.linguascope.com">www.linguascope.com</a> / <a href="http://www.clipbank.channel4learning.com">www.clipbank.channel4learning.com</a></p> <p>Visits to places that can help my learning: Trip to France, visit to events organised by the Alliance française in Manchester.</p>						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b>RAG my <u>current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
	Parental comments				

**COMPUTING LONG TERM PLAN YEAR 8 2014-15**

	<b>Autumn one (8)</b>	<b>Autumn two (7)</b>	<b>Spring one (6)</b>	<b>Spring two (5)</b>	<b>Summer one (6)</b>	<b>Summer two (6.5)</b>
<b>KEY CONCEPTS</b>	<b>Topic 1: Computers</b> Understanding Computer Machine and Communication Models in Hardware Software, Communication and Internet Networks.	<b>Topic 2: Problem Solving</b> Manipulating and understanding Algorithms, and decomposition of program.	<b>Topic 3 : Data</b> Learn how Binary, Data Representation, Data Storage and Compression, Encryption and Database are used.	<b>Topic 4: Programming</b> To develop simple and complex code using Scratch.	<b>Topic 5: Programming</b> Be able to write simple code to calculate arithmetic functions. (Code Academy). Be able to write code to create a simple game.	<b>Topic 6: Web Site design</b> HTML and CSS creation of Websites.
<b>THEMES</b>	Understand the hardware and software components that make up computer systems.	What are Algorithm and how can algorithm be interpreted to solve problems. Be able to read simple algorithms and analyse simple problems.	How different types of data are represented in a computer.	Be able to select data types [Integer, real, Boolean, Char], Strings, Variables, and constant <b>Scratch</b>	Creating a personalised computer game using arithmetic code. <b>Python</b>	Create a website using HTML and CSS code.
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English Appropriate use of key computing terminologies		Discussion Why there is a need to use coding for developing computer software		Presentation Effective use of language using structured coding	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	To use technology that will help develop knowledge and understanding of faith and values.		Creating applications for the benefit of others.		Community Cohesion.	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Topic 1 – Assessment Computer Machine and Com Models	Topic 2: Assessment Solving : Algorithms, Decomposition	Topic 3: Programming Assessment:	Topic 4: Programming Assessment: Scratch CA	Topic 5: EoY Assessment 25% CA and 80% Written	Topic 6: Assessment on Creating a mini website using Html Code.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
Websites that can help my learning: <a href="http://www.computingatschool.org.uk/">http://www.computingatschool.org.uk/</a> Visits to places that can help my learning:						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
<b>Parental comments</b>					

**PE LONG TERM PLAN YEAR 8 : 2014-15**

	<b>Autumn one (8)</b>	<b>Autumn two (7)</b>	<b>Spring one (6)</b>	<b>Spring two (5)</b>	<b>Summer one (6)</b>	<b>Summer two (6.5)</b>
<b>KEY CONCEPTS</b>	Learn to Outwit – Competence	Learn to Outwit - Competence	Learn to be Healthy – Healthy, active lifestyles	Creativity	Performance	Competence
<b>KEY CONCEPTS</b>	Football	Hockey	Health Related Fitness	Gym	Athletics	Cricket
<b>THEMES</b>	Competitive Team Sports (Invasion)	Competitive Team Sports (Invasion)	Exercise for Living	Aesthetic Performance	Learn to Excel	Striking & Fielding
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	The use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.		The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.		Understanding the consequences of your actions.	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Assessment Focus: Beating your opponent – how am I going to outwit them?	Assessment Focus: How to integrate small sided games into a full games model.	Assessment Focus: How to begin taking a baseline assessment as a pre-cursor to starting a health kick start	Assessment Focus: Travel sequence using rolls, jumps, turns and balances.	Assessment Focus: Can pupils beat their PB from 12 months ago in the same activity they were assessed in?	Assessment focus: Choosing the correct method of shot according to the type of delivery sent by the bowler (decision making).
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is ongoing.						

Websites that can help my learning: [www.bbc.co.uk/sportacademy](http://www.bbc.co.uk/sportacademy) , [www.skysports.com](http://www.skysports.com) , [www.sportengland.org](http://www.sportengland.org) , [www.thefa.com](http://www.thefa.com) , [www.ecb.co.uk](http://www.ecb.co.uk) , [www.london2012.com](http://www.london2012.com) .

Visits to places that can help my learning: Sports Stadiums, Professional sporting Events, Sports Museums

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					

**YEAR 8 ART LONG TERM PLAN 2014-2015**

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
<b>KEY CONCEPTS</b>	Graphics	Print Making	Sculpture	Fine Art 1	Fine Art 2	Islamic Art
<b>THEMES/ TOPICS</b>	'Play on Words' 2D Design Poster 2 x designs for a decorative framed poster	Graffiti/Street Art F.A – Banksy/ Dirty Graphics (hopefully visiting) 2 x A3 stencilled art works	Everyday objects Cardboard sculptures F.A - Claes Oldenburg 1 x cardboard papier-mâché sculpture	Post - impressionism F.A's - Cezanne & Van Gogh 2 x A3 still life observational studies 2 x A3 landscape Water colour	Contemporary British Art F.A - Liam Spencer (hopefully visiting) (Manchester Art gallery) 1 X A2 acrylic painting	Islamic Culture 2 1 x canvas painting 1 x 20x20 mosaic 1 x Calligraphy
<b>SPEAKING AND LISTENING whole school focus</b>	Use of Standard English		Discussion		Presentation	
<b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)</b>	Famous Artists		The importance of image capture		How cultural Art dominates the markets within different societies?	
<b>KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK</b>	Each end of term tests will assess the students on their competency in creating products for their chosen topics.				MOCK END OF YEAR EXAM and END OF YEAR EXAM Structure: 5 hour project based assessment	
<p><b>Web sites to help my learning:</b> <a href="http://www.bbc.co.uk/schools/teachers/keystage_3/topics/art.shtml">http://www.bbc.co.uk/schools/teachers/keystage_3/topics/art.shtml</a></p> <p><b>Books :</b> <a href="#">Art Matters 11-14 Student Book</a></p> <p>Visits to places that can help my learning: Art galleries, museums.</p>						



Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p><b>Pupil review of progress each half term.</b></p> <p><b><u>RAG my current attainment and prediction.</u></b></p> <p><b>Green- Above EOY target.</b></p> <p><b>Amber- On EOY target.</b></p> <p><b>Red- 1 or more sublevels below EOY target.</b></p> <p><b>Note strengths and areas for development in your half termly assessments.</b></p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p><b>Parental comments</b></p>					