



Tauheedul Boys

Year 8 Curriculum

Booklet

2018-19

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journey in:

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- 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 **at least one level of progress from KS2 to KS4 above the national average**. Tauheedul expected progress means you will make more progress than 90% of students at other schools; pupils achieving a **score of 95 or above in reading and 102 or above in maths by the end of KS2 (year 6) are expected to achieve at least a grade 6 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 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Reading: Fiction Reading The Boy in The Striped Pyjamas (7) Writing Review Writing (1)	Writing: Creative Prose Writing (5) Speaking & Listening (2)	Reading Reading 21 st Century non-fiction texts (6)	Writing: Transactional/Persuasive writing Speech Article / Leaflet Informal / Formal	Exam Revision Non-fiction reading (1) Non-fiction writing (2) Fiction reading (1) Fiction Writing (2)	Shakespeare A Christmas Carol (4 weeks) Poetry Anthology (3 weeks)
THEMES	Fiction	First person Narrative	Non-fiction Reading	Non-fiction Writing	Reading and writing Non-fiction texts.	A Christmas Carol
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspectives- explored through Short stories		Helping others		Social and cultural context, religion and family- explored through "ACC"	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	RAF2,5,6,7 W 5,6,7,8	WAF 1,3, 5, 6	RAF 3,4,5,6 W 5,6, 7, 8	WAF 2, 4, 5, 6		RAF 3,5, 6, 7

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: : <http://www.bbc.co.uk/schools/ks3bitesize/english/>, <http://www.englishbiz.co.uk/>, www.bbc.co.uk/news
<http://www.channel4learning.com/support/websites/english.html>, <http://www.channel4learning.com/sites/waywithwords/index.html>,

Visits to places that can help my learning: Plays – theatre, sports games, local events, poetry performances

LITERACY: LONG TERM PLAN YEAR 8 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Nouns/ Articles/ Pronouns/ Verbs/ Adjectives	Adverb/ Sentence Structure/ Phrases and Clauses/	Punctuating sentences Commas Colons + Semicolons Brackets + Dashes	Grammar tenses: Writing about now Writing about the past The Past Tense with	- Plurals - Prefixes - Suffixes - Vowel sounds	Writing in standard English Writing in the right style Choosing active or
THEMES						
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspectives- explored through Short stories and correct uses of punctuation		Values, perspectives- explored through Short stories and correct uses of punctuation		Values, perspectives- explored through Short stories and correct uses of punctuation	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK						
<p align="center">Websites that can help my learning: http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml https://literacytrust.org.uk/ https://www.literacyshed.com/ http://www.lancsngfl.ac.uk/curriculum/english/</p>						

MATHEMATICS: LONG TERM PLAN - YEAR 8 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Number	Geometry Statistics	Algebra Geometry Probability	Geometry Number	Number Geometry Handling Data Algebra	Number
THEMES/ TOPICS	Basic number Fractions Negative numbers Number properties 1	Statistical representation Scale drawings Units of measure Symmetry	Graphs Angles Probability of events	Congruent shapes and tessellations Constructing triangles Further number skills	Pie charts, scatter diagrams and surveys Revision for the end of year exam	Using a calculator Number properties 2 Percentages
SPEAKING AND LISTENING whole school focus	Group Discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Patterns in Nature and Pythagoras		Probability and gambling		Symmetry and the golden ratio	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	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.				MOCK END OF YEAR EXAM and END OF YEAR EXAM Structure: Paper 1 Non-calculator Paper 2-Calculator Pupil Self-Assessment Feedback and targets during post-half term week.	
Websites that can help my learning: www.studymaths.co.uk , www.bbc.co.uk/schools/gcsebitesize/maths , www.nrich.maths.org.uk , www.uk.ixl.com , www.ricksmath.com , www.aamath.com , www.mathsisfun.com .						
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.						

SCIENCE: LONG TERM PLAN - YEAR 8 2018-2019

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Scientific thinking	Applications and Implications of	Cultural Understanding	Collaboration	Communication	Enquiry skills
THEMES	Combustion & Burning Periodic Table	Fluids Light	Respiration Breathing Unicellular Organisms	Metals Reactions Rocks	Energy Transfer Revision End of Year Test 9 A & B – plants and genetics	9 – making materials Reactivity Forces and motion Force fields and electromagnetic waves
SPEAKING AND LISTENING whole school focus	Group discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Allah's Creation: small and Big				Muslim Scientists	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Focus: AF 1, Week 3/6, End of unit summative tests Level Ladder tasks. Focus: AF 3 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 2 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 4 Week 3 End of unit summative test Level Ladder task. Focus: AF 5 Week 4 End of unit summative test PPT Presentation: animal or plant adaptations. Focus: AF 1 Week 3 End of unit summative test Week 5				MOCK END OF YEAR EXAM and END OF YEAR EXAM Research Project	

Websites that can help my learning: www.bbc.co.uk/bitesize/, <http://links4science.blogspot.co.uk/>, www.s-cool.co.uk/
 Visits to places that can help my learning: MOSI (Museum of Science and Industry), Jodrell Bank Discovery Centre

GEOGRAPHY: LONG TERM PLAN - YEAR 8 2 0 1 8 -19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	1.1 Place 1.2 Space 1.3 Scale 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and	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 and 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 and 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 and 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 and diversity
THEMES	Population	Weather and Climate	Coasts	Restless Planet	Tropical Rainforest	Brazil
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	People on Earth, Power of the Natural		Power of the natural, Life in extreme environments.		Sustainability, Different cultures, Ethics and trade	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Assessment will be end of unit test. APP feedback	Assessment and app feedback.	End of unit test	Assessment will be end of unit test. APP feedback	EOY exam.	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: www.geography.learnontheinternet.co.uk/ks3/index.html ; www.georesources.co.uk ; www.bbc.co.uk/schools/bitesize/geography/						
Visits to places that can help my learning: The Local area (settlement), Any sporting venue (sport)						

HISTORY: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	-Knowledge of cultural, ethnic and religious diversity -Interpretation	-Knowledge of cultural, ethnic and religious diversity -Significance	-Interpretation -Cause and consequence	-Interpretation -Cause and consequence	-Change and continuity -Knowledge and understanding	-Knowledge of cultural, ethnic and religious diversity -Significance
THEMES	-Transatlantic slave trade -British Empire- Evil empire or Jewel of the crown? -how slavery began and why o Profitable -life on a plantation -how it ended	-Transatlantic slave trade -British Empire- Evil empire or Jewel of the crown? -British empire origin -How it expanded -East India	Industrial Revolution: Agricultural Revolution Transport Revolution Changes in industry Child labour	World War One: -causes -trenches -volunteer soldiers	World War One: Battle of the Somme -Treaty of Versailles -Muslim soldiers	-Crime & Punishment (GCSE Spec) -Anglo-Saxon -Norman -Later Medieval Kings -Early Modern crime and punishment
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Links with how we came to England		Muslim support in World War I		Religious conflict	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	GCSE exam style question – regarding the British role in Africa Assessment focus: AF2 AF3 Feedback autumn 2 week 1 Success/levelled criteria given to all students APP feedback	Essay – textbook page on the British empire Assessment focus: AF2 AF3 Feedback spring 1 week 1 APP feedback	Source based assessment Assessment focus: AF2 Feedback spring 2 week 1 APP feedback	Summing up World War I – GCSE exam style question Assessment focus: AF1 Feedback summer 1 week 1	APP feedback End of year exam Feedback summer 2 week 1	Essay – case study on the Normans Success criteria provided Assessment focus: AF3 Feedback week 6 APP feedback

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

Websites that can help my learning: Websites that can help my learning: www.bbc.co.uk/history, britishempire.co.uk, www.tudorhistory.org, www.bbc.co.uk/religion/religions/islam/history, www.schoolhistory.co.uk

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

R.E. LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Believing: Religious beliefs, teachings, sources, questions about meaning, purpose & truth	Believing: Religious beliefs, teachings, sources, questions about meaning, purpose & truth	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	Living (Religious practices and ways of living; questions about values and commitments)	Living (Religious practices and ways of living; questions about values and commitments)
THEMES	3.4 Is death the end? Does it matter?	3.4 Is death the end? Does it matter?	3.5 Why is there suffering? Are there any good solutions?	3.5 Why is there suffering? Are there any good solutions?	3.10 Does religion help people to be good?	3.10 Does religion help people to be good?
SPEAKING AND LISTENING whole school focus	In Role Group & Individual presentations Evaluative writing-Linked to GCSE AO.		Group discussion In Role Explaining giving developed reasons linked to GCSE AO. Collective Memory,		Presentation Reflection exercises, Group work, Mind maps, booklets, leaflets	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Rights and responsibilities		Identity as a British citizen		Spiritual discipline	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	A. Know about and understand a range of religions and worldviews. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews	AT 1 Learning about religion & AT 2 Learning from religion. Peer Assessment, AFL and link to GCSE AOs APP feedback week 1	A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews Focus on familiarisation with GCSE exam requirements.	Pupils will be given specific assessment question which will be in line with EOY target level or above. APP feedback Week 1	EOY EXAM	APP exam feedback Week 1

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: Writing AFs 7&8. Reading to develop fluency AF1 is ongoing

Websites that can help my learning: http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml www.reonline.org.uk/
Visits to places that can help my learning: Places of worship

LIFE SKILLS: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Rights & Responsibilities	Rights & Responsibilities	Positive/negative relationships Managing emotions	Aspirations Financial safety	Positive/negative relationships Managing emotions	Keeping healthy Keeping safe
THEMES	What laws does a society require and why? What are a citizen's rights and responsibilities within the legal system?	How has the law developed over time, and how does the law protect the citizen and deal with criminals? What are the universal human rights and how do we protect them? - How do citizens play a part to bring about change in the legal system?	Commitment & consent Gender-based Violence Anti-Bullying Week	Post 16 options Career opportunities Careers advice Explore my future CV writing Personal statements	Recognising abusive relationships FGM Prevent Interfaith Harmony Week	Emotional Health Self-Development - Dangers of drugs & alcohol Gangs & Youth Violence Int'l Day against Drugs Abuse
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Diversity in British society		Healthy relationships & aspirations		Keeping myself healthy & safe	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND						
<p align="center">Websites that can help my learning:</p> <p> http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml https://www.pshe-association.org.uk/default.aspx www.equalityhumanrights.com www.un.org/en/universal-declaration-human-rights www.judiciary.gov.uk www.cps.gov.uk </p>						

ARABIC: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language, linguistic competency.	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language.	Use reference materials to support accurate understanding.	Produce sustained sequences of language that effectively communicate meaning.	Produce sustained sequences of language that effectively communicate meaning.	Communicating and interacting with others.
THEMES	Cultural life including reading, sport, film and television	Cultural life including music, celebrations and festivals.	Experience of schools including what a school is like, different types of schools; the school day and subjects taught.	The world of work which will include jobs, careers and professions.	Weather and eating out	Holidays including destination preferences, experiences and highlights
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of Salat-u-Rahim		Personal and collective responsibility for looking after your environment.		Healthy living, valuing the opportunity of having an education and being appreciative of what we have.	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Speaking - week 6	Writing - week 7	Reading and understanding / listening and responding- week 5	Writing - week 5	Reading and understanding / listening and responding / writing END OF YEAR EXAM	Speaking - week 6
Use of vocab sheets, reading passages to support application/synthesis						

FRENCH: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language, linguistic competency	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use reference materials to support accurate understanding	Produce sustained sequences of language that effectively communicate meaning.	Produce sustained sequences of language that effectively communicate meaning.	Communicating and interacting with others
THEMES	Family (Relationships) Issues for teenagers	Food & Healthy /unhealthy living	My studies (school subjects, time) Life at school	Jobs and ambitions	Media and technology	Travel and Tourism My town
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of Salat-u-Rahim		Looking after your environment		Healthy living, valuing the opportunity of having an education	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Speaking In week 6	Writing In week 7	Reading and understanding / listening and responding In week 5	Writing in week 5	Reading and understanding / listening and responding / writing End of Year Exam	Speaking in week 6
Use of vocab sheets, reading passages to support application/synthesis						

URDU: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Understanding spoken and written language, linguistic competency.	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language.	Use reference materials to support accurate understanding.	Produce sustained sequences of language that effectively communicate meaning.	Produce sustained sequences of language that effectively communicate meaning.	Communicating and interacting with others.
THEMES	Myself, My Family & Friends	Myself, My Family & Friends	My home, Home Town, Neighbourhood, Region – local & social issues	My home, Home Town, Neighbourhood, Region – local & social issues	Free-time Activities	Education / School
SPEAKING AND LISTENING whole school focus	Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations		Use of Standard English & using the TL accurately, Q & A, presentations	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of Silat-u-Rahim		Looking after your environment		Healthy living, valuing the opportunity of having an education	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Reading and listening assessment on week 8.	Writing assessment on week 7.	Reading and listening assessment on week 8.	Writing assessment on week 7.	EOY exam.	Speaking assessment
Use of vocab sheets, reading passages to support application/synthesis						

COMPUTING: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Algorithms	Programming	Logic and languages	Data representation	Data representation	System architecture
THEMES	Computational thinking Abstraction Decomposition Using sort and search algorithms	Data types Arithmetic operators Sequence Selection Iteration Programming	Boolean logic diagrams Truth tables defensive design	converting decimal to binary binary to decimal binary arithmetic hexadecimal and sound, and compression techniques are	check digits representation of images Sound	CPU The registers Hardware
SPEAKING AND LISTENING whole school focus	Presentation Effective use of language using structured coding		Discussion Why there is a need to use coding for developing computer software		Use of Standard English Appropriate use of key computing terminologies	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	To use technology that will help develop Knowledge and understanding.		Creating applications to benefit others.		Learning to help others	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Topic 1 – Assessment on algorithms. Feedback on week 8	Topic 2: Assessment on Algorithms and Programming. Feedback on week 8	Topic 3: Assessment on topic 1&2 and Logic and Languages. Feedback on week 6	Topic 4: Assessment on previous topics and Data representation Feedback on week	Topic 5: Assessment on previous topics and Data representation Feedback on week 5	Topic 6: Assessment on Systems Architecture. Feedback on week 6
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: Reading to develop fluency. Keywords around classroom						
Websites that can help my learning: http://www.teachict.co.uk http://codeacademy.co.uk Visits to places that can help my learning: National Museum of Computing, Milton Keynes. Bletchley Park, London						

ART: LONG TERM PLAN - YEAR 8 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (6)	Summer one (5)	Summer two (6)
KEY CONCEPTS	Repetition with Variation observation drawing focused skill based media experimentation and exploration	Pop Art Products researching analysis observation drawing pencil pencil crayon colour blending acrylic painting	Repetition with Variation observation drawing focused skill based media experimentation and exploration	Pop Art Products researching analysis observation drawing pencil pencil crayon colour blending acrylic painting	Repetition with Variation observation drawing focused skill based media experimentation and exploration	Pop Art Products researching analysis observation drawing pencil pencil crayon colour blending acrylic painting
THEMES	Still life Observation drawing Everyday objects	Pop art Drawing and painting	Still life Observation drawing Everyday objects	Pop art Drawing and painting	Still life Observation drawing Everyday objects	Pop art Drawing and painting
SPEAKING AND LISTENING whole school focus	Use of standard English Subject specific vocabulary		Use of standard English Subject specific vocabulary		Use of standard English Subject specific vocabulary	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Popular culture and society Value of everyday objects Art movements		Popular culture and society Value of everyday objects Art movements		Popular culture and society Value of everyday objects Art movements	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Media exploration Media skill & technique Drawing Observational studies	Scale Enlargement Composition Drawing Media skill and technique	Media exploration Media skill & technique Drawing Observational studies	Scale Enlargement Composition Drawing Media skill and technique	Media exploration Media skill & technique Drawing Observational studies	Scale Enlargement Composition Drawing Media skill and technique
Websites to help my learning: http://www.bbc.co.uk/schools/teachers/keystage_3/topics/art.shtml Books : Art Matters 11-14 Student Book Visits to places that can help my learning: Art galleries, museums.						

DRAMA: LONG TERM PLAN - YEAR 8 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	Performance Physicality	Speech Diction	Planning currently underway	Planning currently underway	Planning currently underway	Planning currently underway
THEMES	Create a teaser for a film Craft A Story Contrasting scenes	The British Empire A Picture of the Holocaust British in America Innocence versus fury	Planning currently underway	Planning currently underway	Planning currently underway	Planning currently underway
SPEAKING AND LISTENING whole school focus	Speech, diction, confidence, short term memory and imagination					
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Empathy towards the poor and destitute					
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Enhancement in speech, diction, confidence, short term memory and imagination					
<p align="center"> http://www.bbc.co.uk/schools/websites/11_16/site/drama.shtml https://dramaresource.com/ https://www.rhinegold.co.uk/rhinegold-publishing/magazines/teaching-drama/ </p>						

ENGINEERING DESIGN: LONG TERM PLAN - YEAR 8 2018-2019

	Autumn one (7)	Autumn two (8)	Spring one (6)	Spring two (5)	Summer one (5)	Summer two (7)
KEY CONCEPTS	<p>VEX Robotics VEX IQ, a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.</p>	<p>3D Printing</p> <ul style="list-style-type: none"> • 3D Printing Process • Design Process • 3D Modelling in Fusion 360 	<p>VEX Robotics VEX IQ, a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.</p>	<p>3D Printing</p> <ul style="list-style-type: none"> • 3D Printing Process • Design Process • 3D Modelling in Fusion 360 	<p>VEX Robotics VEX IQ, a plastic snap together construction system tailored for secondary schools. Students will experience STEM in a competitive context increases student engagement and makes the engineering process engaging.</p>	<p>3D Printing</p> <ul style="list-style-type: none"> • 3D Printing Process • Design Process • 3D Modelling in Fusion 360
THEMES	<p>In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm about robotics.</p>	<p>In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.</p>	<p>In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm about robotics.</p>	<p>In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.</p>	<p>In this project students will be building robots from kits to develop their understanding of complex technology, improve their use of computational thinking and ultimately increase their enthusiasm about robotics.</p>	<p>In this project, learners will be learning about the 3d printing process. They will be able to design and make a 3D printed prototype of an assistive device.</p>

SPEAKING AND LISTENING whole school focus	Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM, Layers, Filament and Prototype	Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM, Layers, Filament and Prototype	Use of standard English Subject specific vocabulary Additive Manufacturing, extrusion, infill, primitive, 3D Printing, Slicing, Build Plate, Design Process, CAD & CAM, Layers, Filament and Prototype
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspective and impact of 3d Printing on society. Group Discussions Independence	Values, perspective and impact of 3d Printing on society. Group Discussions Independence	Values, perspective and impact of 3d Printing on society. Group Discussions Independence
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Understanding of the VEX IQ robotics Kits Key terminology The impact of robotics within society. Solving design problems.		Understanding of 3D printing processes. Key terminology. The engineering design process. 3D modelling in Tinkercad Solving design problems

P.E.: LONG TERM PLAN - YEAR 8 2018-19

	Autumn one (8)		Autumn two (7)		Spring one (5)		Spring two (6)		Summer one (5)		Summer two (7)	
KEY CONCEPTS	Learn to be Healthy – Healthy, active lifestyles		Learn to Outwit - Competence		Learn to Outwit - Competence		Creativity Learn to Outwit - Competence		Performance		Competence	
THEMES	Football	Basketball	Football	Basketball	Table tennis	BADMINTON	Table tennis	Badminton	Cricket	Cricket	EOY	
SPEAKING AND LISTENING whole school focus	Competitive Team Sports (Invasion) Exercise for Living /Aesthetic Performance		Competitive Team Sports (Invasion)		Physical sports (Netball & Wall)		Competitive Team Sports (Invasion)		Learn to Excel Competitive Team Sports (Invasion) Striking & Fielding		Striking & Fielding	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Use of Standard English				Discussion				Presentation			
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Your attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities.				A willingness to participate in sporting opportunities				Using your imagination and creativity in their learning			
KEY CONCEPTS	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 tactically set up attack on your opponent from the opposite side of the court.		Assessment Focus: How to begin taking a baseline assessment as a pre-cursor to starting a health kick start		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.