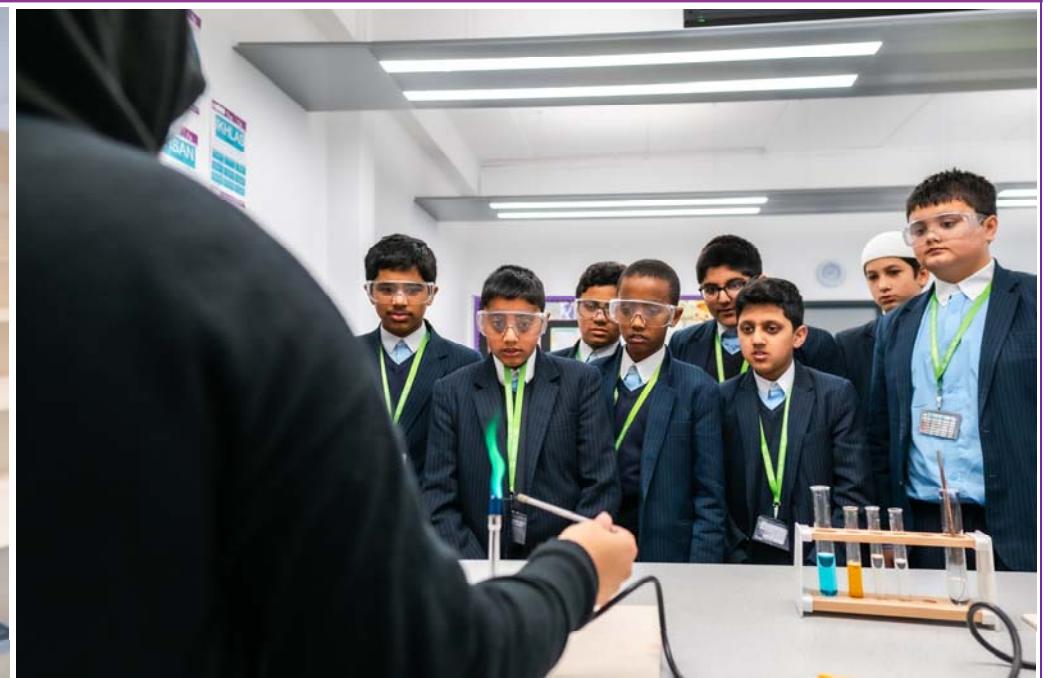




Tauheedul Boys

Tauheedul Islam Boys' High School

Year 8 Curriculum Booklet 2020-2021



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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.

STAR targets require all students to make **at least one level of progress from KS2 to KS4 above the national average**. STAR 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.

ENGLISH: LONG TERM PLAN YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	<p>Survival – overcoming obstacles</p> <p>Holocaust Fiction Reading: The Boy in the Striped Pyjamas (Longer text)</p> <p>Writing Descriptive Writing</p> <p>S&L: Speaking & Listening - Monologue</p> <p>Assessment- Reading- Fiction- AO1+ AO2+AO3</p>	<p>Survival – overcoming obstacles</p> <p>Writing: Creative Prose Writing STRUCTURE & PLOT</p> <p>Fiction Reading: 21st Century and 19th Century</p> <p>S&L: Speaking & Listening – Seerah Poetry</p> <p>Assessment - Writing- Fiction- AO5+AO6</p>	<p>Power, Conflict and Identity</p> <p>Reading: Poetry Anthology (Comparison)</p> <p>Non Fiction Reading Language choices & authorial intent</p> <p>S&L: Speaking & Listening - Speeches Writing Transactional Writing inc Writer's Viewpoint through</p> <p>Assessment- Reading- Fiction- AO1+AO2</p>	<p>Power, Conflict and Identity</p> <p>Reading: Poetry Anthology</p> <p>Writing Transactional Writing inc Writer's Viewpoint</p> <p>S&L: Speaking & Listening – Oliver Twist (Expressive reading)</p> <p>Assessment- Writing- NF Fiction- AO5+AO6 (Greater independence than Au2)</p>	<p>Journeys</p> <p>Fiction Reading: 19th Century Fiction Reading – Oliver Twist (Longer text)</p> <p>PLANNED RECALL Writing Creative Writing COMMUNICATION & WRITER'S CRAFT</p> <p>S&L: Speaking & Listening – Oliver Twist (Socratic questioning)</p> <p>Assessment- Reading- Fiction- AO1+AO2+AO3</p>	<p>Shakespeare</p> <p>Drama / Fiction Reading: Shakespeare's Merchant of Venice (Plot and Themes)</p> <p>Writing Response to Shakespeare including language</p> <p>S&L: Speaking and Listening - Discussion on Shakespeare & Debating</p> <p>Assessment- S&L- Shakespeare- AO7+AO8+AO9</p>
THEMES	Fiction	First person Narrative	Non-fiction Reading	Non-fiction Writing	Reading and writing Non- fiction texts	Oliver Twist
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 in Oliver Twist	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Inference skills	Imaginative writing	Writer's viewpoint	Developing arguments	Cumulative – Autumn 1 to Spring 2 topics	

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary. Bedrock vocabulary.

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

MATHEMATICS: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Number	Algebra	Geometry	Ratio and Proportion	Geometry	Statistics
THEMES/ TOPICS	Indices Prime factorisation Rounding & Estimating Fractions Percentages	Algebraic manipulation Expanding and factorizing Linear equations Sequences Graphs	Constructions Angles Area of composite shapes Circumference of a circle	Percentages Ratio Proportionality Speed, distance, and time	3D shapes Area of a circle Surface area Volume Pythagoras Theorem	Probability Averages and frequency table Charts
SPEAKING AND LISTENING whole school focus	Group Discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	My Duty To Help Others		Muslim Scholars		Islamic Art and Culture	
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				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, www.hegartymaths.com and <https://corbettmaths.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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Scientific thinking Applications and Implications of Science	Scientific thinking Applications and Implications of Science	Scientific thinking Applications and Implications of Science	Scientific thinking Applications and Implications of Science	Scientific thinking Applications and Implications of Science	Scientific thinking Applications and Implications of Science
THEMES	Plants and reproduction Combustion and Periodic Table Fluids	Light Breathing & Respiration Metals and their uses	Plant growth Energy transfers Unicellular Organisms Making materials	Earth & Space Reactivity Rocks	Genetics and Evolution Force and Motion Forces fields and Electromagnets	Making Materials EOY EXAMS REVISION STEM Project
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: Chemistry Assessed Classwork End of unit summative tests	Focus: Physics Assessed Classwork End of unit summative tests	Focus: Biology Assessed Classwork End of unit summative tests	Focus: Biology and Physics Assessed Classwork End of unit summative test	Focus: Biology, Chemistry and Physics Assessed Classwork End of unit summative test Presentation: animal or plant adaptations. End of Year exam.	

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 2020 - 2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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 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	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	Nigeria - A Newly emerging economy	Nigeria – A newly emerging economy.
SPEAKING AND LISTENING <i>whole school focus</i>	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	End of unit test on Population	End of unit test on Population and Weather and Climate	End of unit test on Population, Weather and Climate and Coasts	End of unit test on Population, Weather and Climate, Coasts and Restless Planet	End of Year exam on all topics	Project based assessment with clear success criteria. Enquiry.
<p>Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.</p> <p>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/</p> <p>Visits to places that can help my learning: The Local area (settlement), Any sporting venue (sport)</p>						

HISTORY: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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- -how slavery began and why is was 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 company	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	World War 2: Hitler’s rise to power Appeasement Molotov–Ribbentrop Pact End of the war
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	Questions – regarding the British role in transatlantic slave trade Feedback autumn 2 week 1 Success/levelled criteria given to all students	Questions – regarding the British empire Feedback spring 1 week 1	Presentation based assessment Feedback spring 2 week 1	Questions – regarding World War 1 Feedback summer 1 week 1	End of year exam (all topics) Feedback summer 2 week 1	Project based assessment with clear success criteria Success criteria provided

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.

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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Does it Make Sense to Believe in God?	War - What is war Good For?	The Problem of Evil and Suffering	Whose world is it Anyway?	What Does it Mean to be a British Muslim?	Introduction to fundamental Religious Studies
SPEAKING AND LISTENING whole school focus	In Role Group & individual presentations Evaluative writing Market Place Kagan		Group discussion In Role Explaining giving developed reasons Kagan		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	End of Unit assessment on Religious Beliefs	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.	End of Year EXAM	End of topic test

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary
 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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Mental Health and wellbeing	Rights & Responsibilities	Rights & Responsibilities	Relationships	Being Safe	First Aid
THEMES	Life after and during lockdown Dealing with attitudes towards mental health Anxiety	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?	Managing emotions Interfaith harmony Gender based violence	Recognising consent Communicating with others Faith view on being safe	Performing basic first aid Lifesaving skills CPR How to find help
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation / Activity	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Healthy relationships & aspirations		Diversity in British society		Keeping myself healthy & safe	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND						

Websites that can help my learning:

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml
www.equalityhumanrights.com
www.judiciary.gov.uk

<https://www.pshe-association.org.uk/default.aspx>
www.un.org/en/universal-declaration-human-rights
www.cps.gov.uk

ARABIC: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Types of Media	My Town.	The Arabic speaking world: Arabic cities	Work & Jobs	At the restaurant
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 (Family Ties)		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	Writing - week <u>6</u>	Speaking - week <u>6</u>	Reading and understanding / listening and responding- <u>week 5</u>	Writing - <u>week 4</u>	Reading and understanding / listening and responding / writing <u>END OF YEAR EXAM</u>	Speaking - <u>week 4</u>
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
www.ChildrensLibrary.org https://sites.uni.edu/becker/arabic.html						

FRENCH: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Holidays	Celebrations	Free Time	The World is small	The World is small/ Live Sports	Live Sports
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 (Family Ties)		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	Writing - <u>week 6</u>	Speaking - <u>week 6</u>	Reading and understanding / listening and responding - <u>week 5</u>	Writing - <u>week 4</u>	Reading and understanding / listening and responding / writing <u>END OF YEAR EXAM</u>	Speaking - <u>week 4</u>
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
https://www.lepointdufle.net/p/learnfrench.htm http://www.bbc.co.uk/languages/french/						

URDU: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
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	Food & Celebrations	Where I live	Free Time	Holidays	Holidays/Sports	Sports
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 (Family Ties)		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	Writing - <u>week 6</u>	Speaking - <u>week 6</u>	Reading and understanding / listening and responding- <u>week 5</u>	Writing - <u>week 4</u>	Reading and understanding / listening and responding / writing END OF YEAR EXAM	Speaking - <u>week 4</u>
Use of Quizlet App, Loom videos and reading passages to support application, synthesis and literacy						
https://www.mondly.com/blog/2020/03/03/learn-urdu-online/ https://www.lingohut.com/en/l128/learn-urdu						

COMPUTING: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Data representation	Algorithms	Programming techniques	Spreadsheet skills	Data, manipulation, presentation & interpretation	System security User interfaces
THEMES	Binary denary, binary addition, binary shifts, characters hexadecimal, check digit, image representation	Computational thinking, pseudocode, flowcharts, algorithms & trace tables	Variables, constants, data types, arithmetic operators, selection, iteration, string manipulation, arrays, records, validation and file	Features, formatting, formula. Sum function, relative and absolute referencing, named ranges, linking sheets, macros &	Data collection methods, importing and transposing data, count functions, rank functions, conditional formatting & data summary sheet.	Network security, malware, identifying and preventing vulnerabilities. Types of user interfaces, user's
SPEAKING AND LISTENING whole school focus	Presentation Effective use of language using algorithms		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.		Investment in the skills for the future understand the contribution that computing makes to society		Learner will learn about real world applications and consequently a motivation to lead and improve society	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Topic 1 – Data representation – use of binary	Topic 2: Data Representation & Algorithms	Topic 3: Data Representation & Algorithms & Programming Techniques	Topic 4: Assessment on previous topics and spreadsheet and data manipulation skills	Topic 5: EOY Assessment on previous topics and Data manipulation	Topic 6: Assessment on cyber security and user interfaces
<p>Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: Reading to develop fluency. Keywords around classroom</p> <p>Websites that can help my learning: http://www.teachict.co.uk http://codeacademy.co.uk https://education.minecraft.net/</p> <p>Visits to places that can help my learning: National Museum of Computing, Milton Keynes. Jodrell Bank, Cheshire</p>						

ART: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Architecture Observation drawing focused skill-based media experimentation and exploration	Sweets & Chocolate Responding to Michael Craig Martin researching analysis observation drawing pencil pencil crayon colour blending acrylic painting	Architecture observation drawing focused skill-based media experimentation and exploration	Sweets & Chocolate Responding to Michael Craig Martin researching analysis observation drawing pencil pencil crayon colour blending acrylic painting	Architecture observation drawing focused skill based media experimentation and exploration	Sweets & Chocolate Responding to Michael Craig Martin researching analysis observation drawing pencil pencil crayon colour blending acrylic painting
THEMES	Still life Architecture Artist Stephen Wiltshire	Drawing Painting Confectionary	Still life Architecture Artist Stephen Wiltshire	Drawing Painting Confectionary	Still life Architecture Artist Stephen Wiltshire	Drawing Painting Confectionary
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 famous buildings Art movements		Popular culture and society Value of famous buildings Art movements		Popular culture and society Value of famous buildings Art movements	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Media exploration Media skill & technique Drawing Observational studies Composition	Scale Enlargement Composition Drawing Media skill and technique	Media exploration Media skill & technique Drawing Observational studies Composition	Scale Enlargement Composition Drawing Media skill and technique	Media exploration Media skill & technique Drawing Observational studies Composition	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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	Performance Physicality	Speech Diction	Speech Diction	Speech Diction	Speech Diction	Speech Diction
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	Child labour	Child labour	Robin Hood	Robin Hood
SPEAKING AND LISTENING whole school focus	Speech, diction, confidence, short term memory and imagination		Speech, diction, confidence, short term memory and imagination		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		Empathy towards the poor and destitute		Concept of charity	
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 2020-2021

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (7)	Summer two (6)
KEY CONCEPTS	In this term, students will learn the importance of design engineering in the context of a changing industry landscape ('Industry 4.0'). Students will use basic direct modelling techniques (TinkerCAD) to mastering more advanced parametric tools (Fusion 360).	Students will learn and apply design thinking methodology to reverse engineer components (VEX CLAW) and ultimately designing and 3D printing. They will produce a reverse engineered part for the VEX CLAW and a phone	In this term, students will learn the importance of design engineering in the context of a changing industry landscape ('Industry 4.0'). Students will use basic direct modelling techniques (TinkerCAD) to mastering more advanced parametric tools (Fusion 360).	Students will learn and apply design thinking methodology to reverse engineer components (VEX CLAW) and ultimately designing and 3D printing. They will produce a reverse engineered part for the VEX CLAW and a phone stand for their desks	In this term, students will learn the importance of design engineering in the context of a changing industry landscape ('Industry 4.0'). Students will use basic direct modelling techniques (TinkerCAD) to mastering more advanced parametric tools (Fusion 360).	Students will learn and apply design thinking methodology to reverse engineer components (VEX CLAW) and ultimately designing and 3D printing. They will produce a reverse engineered parts for the VEX CLAW and a phone stand for their desks
THEMES	To understand Industry 4.0, including key technologies, and explain its impact on the world of work. Learn the basic skills in Fusion 360 Work on Direct Modelling and Parametric Modelling in CAD software. To understand and apply	To reverse engineer and design simple machines from specifications, using design documentation To understand the Design Thinking Process To understand the impact of Design Thinking	To understand Industry 4.0, including key technologies, and explain its impact on the world of work. Learn the basic skills in Fusion 360 Work on Direct Modelling and Parametric Modelling in CAD software. To understand and	To reverse engineer and design simple machines from specifications, using design documentation To understand the Design Thinking Process To understand the impact of Design Thinking	To understand Industry 4.0, including key technologies, and explain its impact on the world of work. Learn the basic skills in Fusion 360 Work on Direct Modelling and Parametric Modelling in CAD software. To understand and apply	To reverse engineer and design simple machines from specifications, using design documentation To understand the Design Thinking Process To understand the impact of Design Thinking
SPEAKING AND LISTENING whole school focus	Use of standard English Subject specific vocabulary Additive Manufacturing 3D Printing CAD Parametric Modelling Direct Modelling Sketch Reverse Engineering Industry 4.0 Modular Design		Use of standard English Subject specific vocabulary Additive Manufacturing 3D Printing CAD Parametric Modelling Direct Modelling Sketch Reverse Engineering Industry 4.0 Modular		Use of standard English Subject specific vocabulary Additive Manufacturing 3D Printing CAD Parametric Modelling Direct Modelling Sketch Reverse Engineering Industry 4.0 Modular	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Team work; Independence and individual liberty; Understand the contribution that engineering makes to society and the economy and have the opportunity to make informed decisions about further learning opportunities and career choices; Rule of law – patent law; Personalised and individual work projects; Mutual respect – different views and design ideas; Nourishing and encouraging investment in the skills for the future; Understanding that successful high-added value businesses and manufacturing industries are needed to build and maintain the wealth creating products, infrastructure and services of the future; Link this with enterprises that can allow pupils to build on strengths and address challenges that underpin social progress at all levels; Draw upon the					
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Written paper to demonstrate understanding of key concepts; Key terminology; The impact of robotics within society; Reverse engineering practical CAD designs and skills; Solving design problems; Students must apply their knowledge in a variety of contexts, developing systems that contribute to effective functional products that they build and test; Through the contextual information related real life engineering projects					

<https://code.org/>

<http://stem-works.com/activities>

<https://spaceplace.nasa.gov/>

P.E.: LONG TERM PLAN - YEAR 8 2020-2021

	Autumn one (8)		Autumn two (7)		Spring one (6)		Spring two (5)		Summer one (7)		Summer two (6)	
KEY CONCEPTS	Learn to Outwit Competence		Learn to Outwit Competence		Learn to be Healthy Healthy, active lifestyles		Creativity		Performance		Competence	
THEMES/ TOPICS	Rugby	Basketball	Rugby	Basketball	Football	Badminton	Football	Badminton	Athletics	Cricket	Cricket	Athletics
	Back to Fitness – Different Components of Fitness will be focused upon.		Back to Fitness – Different Training Methods will be focused upon.		Back to Fitness –Different principles of Training will be focused upon.							
SPEAKING AND LISTENING whole school focus	Competitive Team Sports (Invasion)		Competitive Team Sports (Invasion)		Exercise for Living		Aesthetic Performance		Learn to Excel		Striking & Fielding	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Use of Standard English Teamwork Respect Healthy Active Lifestyles				Discussion Teamwork Respect Healthy Active Lifestyles				Presentation Individual Performance Individual Competence Healthy Active Lifestyles			
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.				The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives.				Understanding the consequences of your actions.			
KEY CONCEPTS	Keeping possession		Outwitting your opponent		Plan a Health & Fitness programme for personal use		Balance in pairs and individuals using points and patches		Show a measured (time or distance) event and refer to schools athletics records		Sending and receiving skills using implements and without.	

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/sportacademy , www.skysports.com , www.sportengland.org , www.thefa.com , www.ecb.co.uk , www.london2012.com.