



Longdendale

H I G H S C H O O L

Subject Overview

A Guide to Year 8

2020-21

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Subject Overview 2020-21 – Year 8

Dear Families,

This guide provides you with an overview of the topics that your child will be studying this year, as well as a brief outline of how your child will be assessed in each subject area.

We place great importance on working in partnership with families to support our learners in achieving their full potential. We therefore hope you find this booklet useful in helping you understand what the learners are working on and in encouraging them to plan their independent study at home effectively.

Yours faithfully.

A handwritten signature in black ink, appearing to be 'SA', written in a cursive style.

Miss Sally Ayre
Deputy Headteacher

Year 8 – English		
Term One	Term Two	Term Three
<p>HT1: Imaginative writing: Learners will be given a range of scenarios for which they must complete imaginative writing tasks to create various moods, tones and settings. Various multimedia resources will be used to stimulate their own creativity and imagination. Learners consolidate skills such as creating an atmosphere and writing descriptively, with an increased focus on exploring different ways to structure a narrative effectively. The development of a convincing character and building engaging narrative structure are key. There is a sustained focus on literacy skills such as sentence construction, vocabulary and punctuation, and how to craft these for effect.</p>	<p>HT1: Non-Fiction Reading – Heroes: Learners will practise reading and responding to non-fiction texts, including letters, speeches and articles. The texts explore, and are linked to, the theme of heroism and what makes someone a hero, allowing learners to consider elements of social and spiritual morality. The texts work through different times in history and are used to explore how and why non-fiction texts are crafted in the way they are, developing their skills of analysing how language and structure are used to engage readers, as well as considering how and why different texts are engaging. Learners will develop the skill of evaluating writing, and they will be given a writer’s purpose and must find evidence as to how and why it has been successful.</p>	<p>HT1: Much Ado About Nothing. Learners will study the play, using a modern film version to ‘see’ the play in its intended format. They will interact with a mixture of modern translations and original Shakespearian language in order to explore the use of language to create meaning and to imply ideas. Learners will be introduced to the concept of how the beliefs and culture of the period a text is written, or watched in, influences the way it is produced or received, and how this impacts meaning. Learners will explore key themes in the play, responding personally to the text, in order to develop critical literary analysis skills.</p>
<p>HT2: Of Mice and Men: Learners will read the novel <i>Of Mice and Men</i> with their class; reading is accompanied by teaching of historical context and exploration of characters’ motives and actions. They will be assessed in connection to the application of context and how this has influenced the writer. Learners will find out about context surrounding racism and prejudice in America as well as the Great Depression and its impact. A key question will be about characters’ roles and how they are perceived by others.</p>	<p>HT2: War Poetry: Learners will study a range of poetry in preparation for the anthology element of poetry; introducing context regarding the writer and their experiences. Learners must work out the story being told in a poem, how the poet feels and why the language used is effective. They will study a range of poetry covering a developing understanding of war and how it is presented in contrast to the real life experiences of soldiers. Learners will explore new poetic devices, particularly focusing on structure, as well as building on the language analysis that they have completed throughout the year.</p>	<p>HT2: Transactional writing. Learners will encounter a variety of scenarios upon which they must complete writing tasks to argue, inform and persuade. They will write for a range of target audiences and will complete speeches, article and leaflets. The scheme of learning is aimed to create realistic scenarios to enable learners to contextualise transactional writing and the role it serves beyond the classroom. They will learn skills such as matching their writing to a specific target audience, purpose and format. A key focus will be developing a continued and detailed perspective in their writing.</p>
Assessment and Exams		
Term one: HT1: Transactional and Imaginative writing assessments.	HT2: Contemporary Fiction reading assessment.	
Term two: HT1: Non-fiction reading assessment.	HT2: Anthology poetry analysis reading assessment.	
Term three: HT1: Shakespeare reading assessment.	HT2: Transactional Writing assessment	

Year 8 – Maths

Term One	Term Two	Term Three
<p>HT1 Number: Calculations (3 weeks)</p> <ul style="list-style-type: none"> ➤ Increase capability and application of operations involving integer, negative and decimal values. ➤ Understand contextual calculation problems in a variety of contexts applicable to real life. ➤ Use and calculate using numbers written in standard form and surds. <p>Statistics: Averages and Frequency Tables (3 weeks)</p> <ul style="list-style-type: none"> ➤ Calculate, apply and use averages in multiple contexts and on different examples of frequency graphs. ➤ Design and interpret different frequency diagrams. ➤ Evaluate statistical diagrams and tools to comment on results. 	<p>HT1 Geometry: Circles, 3D Shapes and Pythagoras' Theorem (2 weeks)</p> <ul style="list-style-type: none"> ➤ Identify 3D Shapes and understand properties associated with 3D Shapes. ➤ Be able to understand how to calculate volume and surface area of cuboids. <p>Number: Ratio and Proportion (4 weeks)</p> <ul style="list-style-type: none"> ➤ Use ratio notation and the principles of simplification with ratios. ➤ Divide quantities and measures into given ratios. ➤ Understand and apply the unitary method to proportion. ➤ Understand and use the relationship between ratio, proportion, fractions and percentages. 	<p>HT1 Geometry: Angles (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand and apply angle rules to differing geometric problems, including parallel lines. ➤ Draw and measure angles accurately, using a protractor. ➤ Use and apply bearings to geometric problems. ➤ Describe and draw shapes accurately using elevations.
<p>HT2 Algebra: Expressions (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the use of letters in mathematics and how expressions are formed from different contexts. ➤ Apply the basic principles of simplification and substitution to algebraic expressions and formulae. ➤ Understand the application of expanding and factorising as they apply to expressions. <p>Geometry: Circles, 3D Shapes and Pythagoras' Theorem (2 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the mathematical components of circles and use and remember formula to find the area and circumference. 	<p>HT2 Number: Ratio and Proportion (1 week) – Continued from previous HT.</p> <p>Algebra: Graphs and Equations (5 weeks)</p> <ul style="list-style-type: none"> ➤ Understand that to be able to plot a graph, substitution into an equation takes place. ➤ Identify vertical, horizontal and diagonal lines by their equations. ➤ Explore different ways of solving mathematical equations. 	<p>HT2 Geometry: Transformations (4 weeks)</p> <ul style="list-style-type: none"> ➤ Understand the different types of symmetry and how they are recorded. ➤ Explore the different ways in which an object can be transformed into its image. ➤ Describe the different transformations using the correct mathematical terminology. <p>End of Year Project - Sports (2 weeks)</p>

Assessment and Exams

At the end of each topic learners will complete an end of unit assessment to determine progress against the criteria of each unit.
 Learners will complete termly assessments on content covered to date including basic skills.
 In Year 8 Exam Week learners will complete a GCSE Foundation Paper.

Year 8 – Science

Term One	Term Two	Term Three
<p>HT1 Motion Learners will use a range of investigative techniques to understand how forces influence the speed of an object.</p> <p>The Carbon cycle Learners will look at the different processes involved in the carbon cycle and discover how carbon gets recycled.</p> <p>Digestion Learners will investigate what happens to food as it passes through the digestive tract and the reasons for this.</p>	<p>HT1 Circulation Learners will look at the different blood vessel types and the role of the heart in circulation.</p> <p>Electric circuits Learners will use a range of investigative techniques to understand electricity and electric circuits.</p> <p>Evolution Learners will use a range of investigative techniques to understand how the theory of evolution by natural selection is developing.</p>	<p>HT1 Respiratory system Learners will look at the different organs involved in the respiratory system and what happens during gas exchange.</p> <p>Particle model Learners will investigate how the particles are arranged and act different in the different states of matter.</p> <p>Immunity Learners will look at the role of vaccinations, antibiotics and the first lines of defence in fighting against diseases.</p>
<p>HT2 Magnets and electromagnets Learners will use a range of investigative techniques to understand how magnets work and how to create an electromagnet.</p> <p>Nerves Learners will look at the role of reflexes and what nerves are and why they are important.</p> <p>Earth's resources Learners will use a range of investigative and modelling techniques to understand how resources are acquired from the Earth.</p>	<p>HT2 Plant reproduction Learners will use a range of investigative techniques to understand the process of reproduction in plants.</p> <p>Heating and cooling Learners will use a range of investigative techniques to understand what happens to particles during heating and cooling.</p> <p>Separating mixtures Learners will use a range of techniques to separate different mixtures.</p>	<p>HT2 Light Learners will use a range of investigative and modelling techniques to understand how light travels.</p> <p>Chemical reactions Learners will use a range of investigative techniques to understand what happens during a chemical reaction; atoms are rearranged and a new substance (or substances) are formed with different properties.</p> <p>Respiration Learners will look at the different types of respiration; aerobic and anaerobic. How each type is different and when each type happens.</p>

Assessment and Exams

Learners will be assessed each half-term on the knowledge and skills learned throughout the topics.

Year 8 – MFL French		
Term One	Term Two	Term Three
<p>HT1 French: Studio 1: Module 1 C'est perso- It's personal In order to offer learners a varied curriculum, they will begin to learn French for the remainder of the year and will opt for their preferred language at the end of Year 7. During this module, learners will be talking about their own interests. They will learn to give opinions and describe themselves using a range of new adjectives. They learn how the adjectives agree with the noun and they will be able to give physical descriptions and descriptions of their personalities. Learners will have the opportunity to develop the four skills using a variety of tasks and activities supported by a range of authentic materials.</p>	<p>HT1 French: Studio 1: Module 3 Mes passetemps – My free time Learners will be able to say what they like to do in their free time. They will learn how to apply the present tense of regular –er verbs. They will be learn vocabulary to talk about sports and other activities they enjoy doing in their free time. They will be encouraged to learn the full paradigm of the verb 'aimer' (to like) to be, used with the infinitives 'faire' (to do/make) and 'Jouer' (to play) in order to describe what they and other people like to do during their spare time. During this module, learners will talk about computers and mobile phones and share their opinions on their benefits and drawbacks.</p>	<p>HT1 French: Studio 1: Module 5 3..2..1 partez! – 3..2..1 go! Learners will be able to discuss their holidays with a focus on using the 'nous' we form of regular 'er verbs and the irregular verbs aller and faire. Learners will learn how to use reflexive verbs to describe how they prepare for an evening out. They will develop their repertoire of conversational vocabulary and know how to order food in a café. Learners will also be introduced to the near future tense and be able to use the conditional tense of the verb vouloir, je voudrais + the infinitive.</p>
<p>HT2 French: Studio 1: Module 2 Mon collège- My school Learners will learn the vocabulary for school subjects. They will Give positive and negative opinions about their school subjects and teachers using and building on the descriptive vocabulary taught in HT2. Learners will be introduced to the concept of telling the time in the target language and be able to use this to discuss their own timetables. Learners will be able to describe what they do during break times. Learners will continue to build their banks of vocabulary and demonstrate greater confidence in applying accurate grammar such as adjectival agreements.</p>	<p>HT2 French: Studio 1: Module 4 Ma zone – My area Learners will describe their towns or city and develop their understanding of how to use 'il y a', 'there is/are and 'il n'y pas de' 'there isn't/aren't. They will talk about the places in town and offer opinions and justifications. Learners will talk about an amusement park and learn to give and take directions using the imperative. Learners will be taught the difference between the informal and formal forms of 'you', 'tu' and 'vous'. Learners discuss plans for the weekend, making arrangements to go out and discussing what 'you can do' in town using 'on peut + infinitive'</p>	<p>HT2 French: Studio 2: Module 1 T'est branché(e)? Are you chilled? Learners will be talking about television programmes using the present tense of –er verbs, which will lead on to discussions about films. They will be expected to use the present tense of <i>avoir</i> and <i>être</i> in order to talk about reading. Learners will be able to apply regular <i>ir</i> and <i>-re</i> verb endings. Learners will give their opinions about the internet and eventually Talk about what they did yesterday evening using the perfect tense.</p>
Assessment and Exams		
Term 1: HT1: Reading assessment – C'est perso- It's personal	HT 2: Listening assessment – Mon collège- My school	
Term 2: HT1: Writing/speaking – Mes passetemps – My free time	HT 2: Reading assessment – Ma zone – My local area	
Term 3: HT1: Listening assessment –3..2..1 partez! – 3..2..1 go!	HT2: Writing/speaking – T'est branché(e)? Are you chilled?	

Year 8 – MFL Spanish		
Term One	Term Two	Term Three
<p>HT1 Spanish: ¡Viva! 1 Módulo 4 Mi familia y mis amigos –My family and friends Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their families. They will know how to apply possessive adjectives (my, his, their, etc.) They will further develop their descriptive language in relation to physical appearance, but they should be encouraged to describe others as well as themselves. They will also learn to say where they live and describe their homes using the verb 'estar' Throughout the course, learners will be provided with a range of tasks to develop the four skills of reading, writing, speaking and listening; using role-play, drama, games, video, songs and other authentic materials.</p>	<p>HT1 Spanish: ¡Viva! 2 Módulo 1 Mis vacaciones – My holidays Learners will be introduced to one of the past tenses (the preterite). Initially focused on regular ar/er and ir verbs. They will also learn how to form and apply the irregular verbs 'ir' 'to go' and 'ser' 'to be' in the preterite tense, in order to say where they went in the past and give opinions. By the end of the unit, they should be able to create a presentation giving a detailed description of their holidays, using at least 2 tenses (preterite and present) and sharing positive and negative opinions and justifications.</p>	<p>HT1 Spanish: ¡Viva! 2 Módulo 3 ¡A comer! Let's tuck in! Learners will be able to discuss food preferences and describe mealtimes. They will take part in a restaurant role-play where they will have the opportunity to both order food and take orders as a waiter/waitress. Following this, we will focus again on the 'near future' tense in the context of arranging a party. This will lead to learners being able to describe a party in the past, but also applying three tenses – Past, present and future.</p>
<p>HT2 Spanish: ¡Viva! 1 Módulo 5 Mi Ciudad – My city Learners will describe their towns or city and develop their understanding of how to use 'a', 'some' and 'many'. They will talk about the places in town and offer opinions and justifications. Learners will know how to tell the time and will review the verb 'ir' 'to go' in the present tense so that they are able to form the 'near future tense' in order to talk about their plans for the weekend. Learners will be taught how to order food in a café and take part in a number of shopping/ café role-play activities to demonstrate their learning. There will be a Hispanic cultural focus, where students will consider other Spanish speaking countries. They will also learn about the significance of El día de los muertos – The day of the dead</p>	<p>HT2 Spanish: ¡Viva! 2 Módulo 2 Todo sobre mi vida – All about me Learners will know how to talk about their mobile phones with a focus on the present tense. They will give a range of opinions, both positive and negative on the types of music they enjoy. Learners will be taught how to use comparative adjectives in order to contrast the sorts of television programmes they watch. There will also be opportunities to analyse an authentic text and further develop their reading skills. Learners are encouraged to apply the language they learn in HT1 to be able to apply the preterite tense with the free-time vocabulary. Many learners will use the 3rd person to describe the interests of others.</p>	<p>HT2 Spanish: ¡Viva! 2 Módulo 4 ¿Qué hacemos? What do we do? Learners will be able to make arrangements to go out, using the conditional tense (Me gustaría + the infinitive). They will also be taught how to make excuses if they do not wish to go out by using the verbs 'querer' to want and 'poder' to be able. Learners will use reflexive verbs to discuss their preparation for a night out and describe what they want to wear. Learners will be encouraged to use three tenses to describe sporting events and provide a range of opinions and justifications. Learners will also have time during this unit to further develop their use of a bilingual dictionary.</p>
Assessment and Exams		
<p>Term 1: HT1: Reading assessment – Mi familia y mis amigos Term 2: HT1: Writing/speaking – Mis vacaciones Term 3: HT1: Listening assessment – ¡A comer!</p>	<p>HT 2: Listening assessment – Mi ciudad HT 2: Reading assessment – Todo sobre mi vida HT2: Writing/speaking – ¿Qué hacemos?</p>	

Year 8 - Geography

Term One	Term Two	Term Three
<p>HT1</p> <p>Shake, rattle and roll – what is tectonics?</p> <p>Learners study the structure of the Earth and the location of plates. Learners study the theory of plate tectonics. They investigate four types of plate boundaries and study the anatomy of volcanoes before applying their knowledge to a case study of a volcanic eruption.</p>	<p>HT1</p> <p>Why are some countries more developed than others?</p> <p>Learners will investigate what the term development means. They will discuss social and economic measures of development and apply them to a range of different countries to analyse how developed they are. They will explore the causes of poverty are and research how we can reduce gender inequality to aid a country's development.</p>	<p>HT1</p> <p>What is climate change?</p> <p>Learners investigate how the climate has changed over the last 400,000 years including the change in climate from the Ice Age to the present. Learners study reasons for and differences between the natural greenhouse effect and the enhanced greenhouse effect. Learners investigate effects of climate change and discuss how they can take an active role in mitigating global warming.</p>
<p>HT2</p> <p>Who lives in Asia?</p> <p>Learners will go on a journey with the Trans-Mongolian express through Russia, Mongolia and China. They will build their locational knowledge and deepen their spatial awareness of Asia. They will learn how human and physical processes interact to influence and change landscapes in Asia, such as the Gobi Desert.</p>	<p>HT2</p> <p>What makes people move countries?</p> <p>Learners will study types of migration and reasons for international migration. They will learn about the conflict in Syria. They will investigate countries in and the history of the European Union before analysing how patterns of migration might be affected through Brexit.</p>	<p>HT2</p> <p>Should we build a wind farm on the school ground?</p> <p>Learners will be introduced to the UK's energy mix and explore its recent shift towards renewable energies. Learners then explore whether the school ground would be a suitable location for a wind turbine in a decision-making exercise. They use their map skills and gather data on the school ground to come to a final decision.</p>

Assessment and Exams

The classwork and Home Learning of learners will be regularly assessed to check the level of understanding and their use of geographical skills. Time is planned into lessons to allow learners to regularly reflect on previous work and to make improvements. Assessment points will be held every half term which will consist of exam-style questions, end of unit assessments or extended writing tasks to check understanding.

Year 8 – History		
Term One	Term Two	Term Three
<p>HT1 Killing the king Why did the King and Parliament choose to go to war with each other in 1642? Why was the victory for Parliament such a significant event in British history? Why have attitudes towards Oliver Cromwell changed over time? Was he a hero or a villain?</p>	<p>HT1 Britain and the slave trade Learners will investigate the slave trade, the impact it had on Manchester and why it was eventually abolished. Sources will be used to analyse the life of a slave and Manchester's role in it. Should Manchester be proud of its history?</p> <p>The fight for rights Learners will investigate the struggle of working people during the Industrial Revolution to improve their lives and gain political rights. We will look at the stories of Chartism and the Peterloo Massacre. Why were these events so significant and how should they be remembered?</p>	<p>HT1 Causes of the First World War Learners will investigate the world in 1900 and the causes of the First World War. This will involve looking at the long-term and short term causes. Was it all the fault of the Black hand Gang?</p>
<p>HT2 The Industrial Revolution and Manchester Learners will investigate why the Industrial Revolution happened, why it was so significant and why it changed the world forever. Why did it happen here first?</p>	<p>HT2 India and the Empire Learners will investigate the relationship between India and the British Empire. What was India like before the British? How did India become the 'Jewel in the Crown' of the British Empire? How should the Empire be remembered?</p>	<p>HT2 The trenches of World War I Learners will investigate the life of a soldier through key events in the Great War. A range of contemporary sources will be used to illustrate aspects of a soldier's experience. Why did the experience of the Great War change attitudes towards war?</p>
Assessment and Exams		
<p>The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. A formal exam will be held with learners in exam conditions at least once in the academic year.</p>		

Year 8 – Art

Term One	Term Two	Term Three
<p><u>HT1 – ABSTRACT ART – SONIA DELAUNAY</u></p> <p>Skills – Tone, Drawing, Colour blending, Research</p> <p>Learners will re-cap their knowledge on primary, secondary and tertiary colours and apply these within their outcomes. Learners will use a range of media and techniques to study abstract art as key stimuli. They will be introduced to the work of key artists who focus on abstract art and Opism within their compositions.</p> <p>The work of artist Sonia Delaunay will be explored. Mixed-media techniques will be used to produce a composition. Learners will experiment with tone using pencil crayon, tonal pencils and oil pastels will be experiment.</p>	<p><u>HT1 – GRAFFITI ART – BANKSY</u></p> <p>Skills – Colour, Graffiti Art, Painting, Research, 3D</p> <p>Learners will be introduced to graffiti art and street art artists. The work of artist Banksy will be explored and influenced.</p> <p>Learners will use a range of media and techniques to study graffiti art as key stimuli. Graffiti style fonts and 3D writing skills will be introduced.</p>	<p><u>HT1 – ABORIGINAL ART CULTURE</u></p> <p>Skills – 3D Construction, Painting</p> <p>Learners will expand on their 3D construction skills and explore 'Aboriginal Art'. Learners will explore a variety of aboriginal symbols and their meanings and create a visual creative mind map to reference their findings.</p> <p>Relief decoration techniques are explored to construct an Aboriginal boomerang and painting skills will be used to finish the form. Learners will research the Aboriginal art culture. They will create a research page from their findings. Learners will re-cap their tonal drawing skills and create a tonal study.</p>
<p><u>HT2 - ABSTRACT ART – SONIA DELAUNAY</u></p> <p>Skills – Tone, Drawing, Colour blending, Research</p> <p>Learners will record and evidence their ideas using annotation and a range of mixed media before creating a final outcome inspired by artist Sonia Delaunay.</p>	<p><u>HT2 – GRAFFITI ART – BANKSY</u></p> <p>Skills – Colour, Graffiti Art, Painting, Research, 3D</p> <p>Learners will experiment with graffiti style font to evidence their ideas before creating a graffiti name tag outcome in response to Banksy.</p>	<p><u>HT2 - ABORIGINAL ART CULTURE</u></p> <p>Skills - 3D Construction, Painting</p> <p>Learners will conduct media experiments using paint.</p> <p>Learners will learn about 3D construction and applying paint precisely to create a creative personal response design outcome.</p>

Assessment and Exams

On-going assessments of progress are based on sketchbook work and other supportive drawings, designs and models.
 Learners are formally assessed each half-term. Formative assessment is given in every lesson verbally.
 Learners also have a spelling test each unit of work to develop their artistic vocabulary for annotation.

Year 8 – Computing

Term One	Term Two	Term Three
<p>HT1: Strand 4 Inputs/Outputs/Memory Within this topic learners will investigate different types of computer hardware with input and output devices. They will learn about other pieces of hardware such as the CPU and different types of software as well as storage devices.</p> <p>Strand 6: Digital Literacy Learners will find information using the internet and present this information in a PowerPoint</p>	<p>HT1: Strand 2 HTML & CSS Learners will learn what HTML is and what it is used for. They will use HTML tags using a text editor to create a page that can be viewed in a browser as well as editing the HTML code and viewing the changes in a browser. They will also know how CSS is used to style webpages and websites and will learn how to create a consistent look and feel throughout a website with well-formatted content, including text and images, to each page</p>	<p>HT1: Strand 1 Introduction to Python: Turtle Programming and Algorithms During this term, learners look at some examples of algorithms, including how they use iteration and selection to achieve specific tasks. They construct their own algorithms using Python to create geometric shapes.</p>
<p>H2:Strand 3: Binary Learners will then revisit how data is represented in a computer. They will be able to define a Bit, Byte, Kb, Mb and Gb, state how many different characters can be represented using 8 bits and understand that a particular bit pattern may represent, for example, an instruction to do something, a letter, a number or a tiny piece of a graphical image . They will look at calculating Hexadecimal numbers and give examples of alphanumeric characters and special symbols that can be represented in ASCII. They will also look at how images and sound can be represented.</p>	<p>HT2: Strand 6 Photoshop: Photo Editing: Learners will be introduced to photoshop. They will understand that photos can be manipulated and will learn how to do this, using a variety of tools such as the crop tool, the magic wand, and the lasso tool. Learners will see how photoshop can be used to create graphical design products such as logos and posters and they will set about creating their own logo design for a music festival.</p>	<p>HT2: Strand 5: Introduction to Networks Learners will look at what a network is and the different types of network. They will look at the advantages and disadvantages of a LAN and WAN. They will also look at the issue of Network Security.</p> <p>Strand 6 Video Editing. Learners will use video editing software to create a professional looking video around the concept of Bullying.</p>
Assessment and Exams		
<p>Written Assessment: Inputs/Outputs/ Memory and Networks OCR Level 1: Power point Written Assessment: Binary</p>	<p>Professional Website created using a set criteria Portfolio of photoshop evidence and logo</p>	<p>Teacher Assessment of Programming Skills Video Marked against a set criteria</p>

Strand 1: Computational Thinking Strand 2: Programming Strand 3: Data Representation Strand 4: Computers Strand 5: Networking Strand 6: Information Technology & Digital Literacy

Year 8 – Drama		
Term One	Term Two	Term Three
<p>HT1 Horror and Thriller Learners will learn how to create 'immersive theatre', taking influence from the iconic theatre practitioner Antonin Artaud. Through devising drama they will explore a variety of stimuli such as sound, mask, lighting, text, and imagery to understand how to make the audience feel uncomfortable.</p> <p>Reading opportunities: Macbeth, Sweeney Todd play-texts. Devised assessment completed practically and feedback sheet given to learners.</p>	<p>HT1 Hillsborough Using documentary verbatim process drama, learners will be transported back to 1989. They will explore the tragic disaster of Hillsborough and the case studies surrounding the justice for the 96 citizens who lost their lives. They will explore empathy and character to develop a strong narrative through devising drama with influence from Bertolt Brecht.</p> <p>Reading opportunities: Internet articles, poems, news reports. Exploration of workshops.</p>	<p>HT1 Romeo and Juliet Learners will explore the Elizabethan Shakespearean tragedy. "For never was a story of more woe. Than this of Juliet and her Romeo". They explore key characters through scripted performance and explore stage combat techniques to convey the conflict between the two families. They will stage their artistic intentions through application of drama conventions.</p> <p>Reading opportunities: Romeo and Juliet, sonnets, and soliloquys, Hamlet.</p> <p>Scripted assessment completed practically and feedback sheet given to learners.</p>
<p>HT2 Blood Brothers – Willy Russell Learners will be immersed into 1980 Thatcher England. Unemployment and inflation is rising but wages are not. They will explore the contrast in social status of Mickey and the 'Johnstone's' and middle class Eddie the 'Lyon's'. They will take on the role of a key character using cross-cutting and additionally perform a monologue to performance standard using props, costume and technical theatre. Learners will learn how to analyse costume, staging, and lighting design.</p> <p>Reading opportunities: Blood Brothers text. Other texts by same writer include 'Our Day Out' and 'Educating Rita'. Learners complete a written assessment and practical grade is written on this.</p>	<p>HT2 Physical Theatre Through exploration of key practitioners PUSH, DV8 and Frantic Assembly, learners will immerse themselves into the genre of physical theatre.</p> <p>They will explore key texts to utilise the techniques explored such as chair duets, around by through, choral work and lifts.</p> <p>Reading opportunities: Web articles, Metamorphosis by Kafka.</p> <p>Devised assessment completed practically and feedback sheet given to learners.</p>	<p>HT2 Theatre History Learners will go right back to Greek Theatre whereby drama first began in 6th century BC. Learners will understand the conventions of Greek Theatre and the famous playwrights Aeschylus, Euripides, Aristophanes and Sophocles. Learners will explore the story of Poseidon and Medusa using Greek chorus techniques.</p> <p>Reading opportunities: Greek myths, Poseidon web articles, Medusa poetry. Practical assessment completed.</p>
Assessment and Exams		
<p>Learners are practically assessed on the given topics. Learners have one written assessment per academic year.</p>		

Year 8 – Food and Nutrition & Design and Technology

Term One	Term Two	Term Three
<p>HT1 Graphics Learners will start by learning about different font styles and how fonts can be used in industry to embellish a product. We will look at marketing and advertisement.</p> <p>Learners will learn to draw different fonts using double line lettering and will learn to use construction lines. Shading will be introduced and develop into graduated shading over the project.</p>	<p>HT1 Food and Nutrition Learners will be learning about special diets and nutritional analysis, including the following -</p> <ul style="list-style-type: none"> • Overview of special diets • Diabetic – low sugar & NSP Carrot cake • CHD – low fat cooking methods baked chicken nuggets and wedges. • Vegetarian – HBV and LBV / Protein complementation – Houmas and pitta bread • Nutritional Analysis 	<p>HT1 Food and Nutrition Learners will be learning about routines, high risk foods & food poisoning, and carbohydrates (starch gelatinisation, gluten development, dextrinization).</p> <p>Sweet bread plait – shaping & gluten development</p>
<p>HT2 Graphics Learners will be introduced to single point perspective. This project will allow learners to draw items with a vanishing point using a single perspective on the horizon.</p> <p>Learners will progress onto perspective drawing of fonts and shading which will enhance the work they completed in HT1.</p>	<p>HT2 Design and Technology Learners will develop their understanding of routines and hazards. This learning will be integrated into a practical projects to make the following –</p> <p>Monster pencil holder project Tools: Pillar drill / belt sander</p> <p>Pencil box project</p>	<p>HT2 Design and Technology & Food Design style frame project Learners will learn about design style analysis, frame design, stand design and modelling throughout this project.</p> <p>HT2 Food and Nutrition Learners will continue learning about carbohydrates as well as developing their knowledge of pastry theory (lamination, gluten development & shortening) through the following practical activities -</p>

Assessment and Exams

On-going assessment of skills within Food and Nutrition
End of project assessment within Design and Technology

Assessments are summative in both areas as verbal feedback is on-going throughout the lessons to ensure progress is being made.

Year 8 – Music		
Term One	Term Two	Term Three
<p>HT1</p> <p>History of Pop Music</p> <p>Learners will learn the history of pop music. They will also learn about the cultural context of music through the years. They will gain glockenspiel knowledge, timing, and improve their overall technique. They will complete listening exercises as part of the unit connected to the genre.</p>	<p>HT1</p> <p>Samba</p> <p>Learners will work on rhythm skills and they will also learn the form of Samba music and some of the culture associated with it. They will play in ensembles of varying different sizes.</p>	<p>HT1</p> <p>Music in Advertising</p> <p>Learners will explore how music is used in the media and its role in advertising. Learners will explore a range of ideas and create their own scripted composition which results in a polished audio recording.</p>
<p>HT2</p> <p>Orchestral Music</p> <p>Learners will understand the instruments of the orchestra. They will also gain an understanding of how the orchestra changed over time. They will experience playing compositions by famous composers.</p>	<p>HT2</p> <p>The Four Chords</p> <p>Learners will become competent with the four chords initially. They will then be introduced to a wider range of popular music instruments such as bass guitar, electric guitar and drum kit/Bandlab. They will write their own arrangements using these instruments or Bandlab.</p>	<p>HT2</p> <p>Class Concert</p> <p>Learners will use the skills and knowledge developed over the course of the year to select their own mini-project to work on which leads to a final performance.</p>
Assessment and Exams		
<p>Learners will be assessed on the associated spellings for each unit. There will also be ongoing practical and listening assessments.</p>		

Year 8 – PE – September 2020

Term One	Term Two	Term Three
<p>HT1 Subject: Sports Psychology Unit Title: Character</p> <p>Learners will develop will develop their understanding of sports psychology to goal set and optimise their performance. Through practical fitness and physical skills tests that they will help to devise and plan, they will goal set and apply smart targets to maximise their performance in sports.</p> <p>Covid Safe Sports- Cooper Run Fitness Baseline, Singles Badminton, Track Athletics, Fitness</p>	<p>HT1 Subject: Leadership Unit Title: Communication</p> <p>Learners will understand the primary rules, fundamental skills, and tactical problems associated with each sporting category and will become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing traditional sports.</p> <p>They will also develop my communication and leadership skills throughout this activity block linking in with the core competency of communication.</p> <p>Covid Safe Sports - Basketball, Handball, Football (drills, skills, 5 a side only)</p>	<p>HT1 Subject: Decision Making Unit Title: Critical Thinking</p> <p>Learners will gain skills and knowledge to apply to different sports by playing a variety of games associated with the use of a range tactics and strategies to overcome opponents through small teams and individual games. All learners will understand the rules and regulations of all track and field events and be able to coach and support one another. Learners will take an active role within lessons to be independent learners to help improve further.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>
<p>HT2 Subject: Health and Fitness Unit Title: Citizenship</p> <p>Learners will become key players and leaders in all activities. They will show resilience and will not give up on a task or activity and be a consistent role model to others. They will understand the benefits of regular exercise and will plan and lead effective warmups and draw conclusions from fitness tests.</p> <p>Covid Safe Sports- Dance, High jump, Basketball, Football (drills, skills, 5 a side only)</p>	<p>HT2 Subject: Coaching Unit Title: Collaboration</p> <p>Learners will gain skills and knowledge to apply to different sports. They will also develop their coaching and collaboration skills throughout this activity block developing this core competency and analysing team and individual play accordingly.</p> <p>They will also develop their coaching and collaboration skills throughout this activity block developing this core competency and analysing team and individual play accordingly.</p> <p>Covid Safe Sports- Rugby (drills, skills, 5 a side only), Sports Ed , Dance</p>	<p>HT2 Subject: Performance Unit Title: Creativity</p> <p>Learners will take an active role within lessons to be independent learners to help improve further.</p> <p>They will evaluate tactics and strategies and analyse decisions that influence gameplay and will be able to demonstrate my performance and show a range of skills in a competitive situation.</p> <p>Covid Safe Sports- Striking and Fielding, Track and Field Athletics</p>

Assessment and Exams

The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 6 lesson block before the rotation of activities.