



Sancton Wood School

Curriculum Map: Year 8, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<p>Y8 English</p> <p><i>Language Literature Spoken Language</i></p>	<p>Genre/Topic: Gothic</p> <p>Text: Differentiated anthology of short stories to be chosen from depending on student ability, includes Dickens, Poe, H.G.Wells etc.</p> <p>A study of 19th century gothic writing texts. A scheme created to broaden year 8 reading experience and also to reflect the reading material they need to become familiar with as they progress in their Literature studies ahead of GCSE.</p> <p><i>Assessment: How does Dickens/Poe create a Gothic atmosphere in the extract?</i></p>	<p>Genre/Topic: Tragedy and Shakespeare</p> <p>Year 8 will be studying Macbeth with a view to understanding context, exploring the background to Shakespeare and developing essay writing skills based on a key theme (the presentation of women) and an extract based essay. This will be further explored in year nine when essay skills will be developed further by again looking at extract based GCSE style questions.</p> <p><i>Assessment: Literature extract based question on Lady Macbeth in Act 1 Scene 4</i></p> <p>+ Screening of Macbeth by RSC</p>	<p>Genre/Topic: Holocaust Literature</p> <p>Text: Once by Morris Gleitzman</p> <p><i>Assessment: Narrative writing based on the novel.</i></p> <p>+ Trip to Picturehouse to see <i>JoJo Rabbit</i></p> <p>+ Links to Holocaust Memorial Day which includes a study of Anne Frank's Diary.</p>	<p>Genre/Topic: Empathetic Reading Writing</p> <p>Text: Refugee Boy by Benjamin Zephaniah</p> <p>Assessment: How does Zephaniah create empathy for Alem in chapter 9?</p> <p><i>Language Paper 2 Q5 writing task based on newspaper articles.</i></p>	<p>Genre/Topic: Dystopia</p> <p>Text: Noughts and Crosses</p> <p>Students learn to study a play in advance of studying a modern play at GCSE level. They cover: character, theme, structure, development, dramatic features etc.</p> <p><i>Language Paper 2 Q5 writing task based on speech writing</i></p>	<p>Genre/Topic: Poetry from Other Cultures</p> <p>Text: Anthology of poems from other cultures</p> <p>Two short essay responses, one on a given poem and a second question which invites students to compare it to another of their own choice.</p>

	<p><i>Students use their study of Gothic Literature to develop their own short story writing techniques as part of a Language Paper 1 Q5 descriptive writing task based on Gothic image of their own choice.</i></p>					
<p>Y8 Maths</p>	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • Factors and Powers • Working with powers <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Number • Area and volume <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Number properties and calculations • Shapes and measures in 3D 	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • 2D shapes and 3D solids • Real-life graphs. <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Expressions and equations • Real-life graphs - form stories to match a 'real-life' graph they have plotted. <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Statistics • Expressions and equations 	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • Transformations • Fractions, decimals and percentages <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Decimals and ratio • Lines and angles <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Decimal calculations • Angles 	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • Constructions and oci • Probability <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Calculating with fractions • Straight-line graphs <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Number properties • Sequences 	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • Scale drawings and measures <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Percentages, decimals and fractions <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Fractions and percentages 	<p>Set 1 (Delta book 2)</p> <ul style="list-style-type: none"> • Graphs <p>Set 2 (Theta book 2)</p> <ul style="list-style-type: none"> • Expressions and Statistics, graphs and charts - investigation and mini-project and presentation to class. <p>Set 3 (Pi book 2)</p> <ul style="list-style-type: none"> • Probability <p>All - Financial Maths - credit cards</p>
<p>Y8 Computing</p>	<ul style="list-style-type: none"> • Working knowledge of hardware that is required to make a computer system. 	<ul style="list-style-type: none"> • Basic understanding of networking components and addressing methods. 	<ul style="list-style-type: none"> • Understanding computational thinking. looking at the structure of a program and writing basic 	<ul style="list-style-type: none"> • Understanding computational thinking. looking at the structure of a program and writing basic 	<ul style="list-style-type: none"> • Understanding computational thinking. looking at the structure of a program and writing basic 	<ul style="list-style-type: none"> • Looking a security and internet safety • Looking at the future of IT where it is likely

	<ul style="list-style-type: none"> How to procure components and physically make a PC Having a working knowledge of other operating system <p>Working through their GCSE Project</p>	<ul style="list-style-type: none"> Working remotely on other systems Completing basic maintenance of software and operating systems 	<p>programs to complete a project</p> <ul style="list-style-type: none"> Using HTML Having a working knowledge of other operating systems and able to communicate with other systems over a network 	<p>programs to complete a project</p> <ul style="list-style-type: none"> Using HTML, and C++ Having a working knowledge of other operating systems Communicate with other systems over a network 	<p>programs to complete a project</p> <ul style="list-style-type: none"> Using Python 	<ul style="list-style-type: none"> to go project .Plan it program it and test it
Y8 Biology	<p style="text-align: center;"><u>ORGANISMS</u></p> <p>Breathing</p> <ul style="list-style-type: none"> How gas exchange takes place. Role of the lungs, diaphragm and ribcage in breathing and the structure of the respiratory system. Effects of smoking, drugs and alcohol on the body and a developing fetus <p>Digestion</p> <ul style="list-style-type: none"> The digestive system is studied in detail and what constitutes a healthy diet. Role of each organ in digestion Digestion definition Enzymes. Practical investigations support the theory. Tables and data are analysed. 		<p style="text-align: center;"><u>ECOSYSTEM</u></p> <p>Respiration</p> <ul style="list-style-type: none"> What is respiration? Role mitochondria in respiration. Releasing energy from food in a chemical reaction <p>Photosynthesis</p> <ul style="list-style-type: none"> Plants make food They need sunlight, water and CO₂. The role of chloroplasts and why plants are green. 		<p style="text-align: center;"><u>GENES</u></p> <p>Evolution</p> <ul style="list-style-type: none"> Fossil evidence Darwin's ideas Different theories of how life on earth developed Ideas of natural selection <p>Inheritance</p> <ul style="list-style-type: none"> Genes are DNA Genes are units of inheritance Simple genetic crosses based on gender inheritance Selection and genetics - the perfect farm animal 	
Y8 Chemistry						
Y8 Physics	<p style="text-align: center;"><u>Forces</u></p> <p>What are contact forces? What happens to a moving object when the resultant force is zero? What affects drag forces and friction? How can we reduce drag</p>	<p style="text-align: center;"><u>Forces</u></p> <p>What is a moment? How do we calculate a moment? How do fluids exert pressure? How do we calculate pressure?</p>	<p style="text-align: center;"><u>Magnetic fields</u></p> <p>How do magnets interact? How do you draw a magnetic field? What is the Earth's magnetic field? What is an electromagnet?</p>	<p style="text-align: center;"><u>Work and energy</u></p> <p>What is work? What do simple machines do? What is thermal energy? What is temperature? Why does adding thermal energy to a substance</p>	<p style="text-align: center;"><u>Electromagnetic waves</u></p> <p>How do microphones and speakers work? What is the electromagnetic spectrum? Is the electromagnetic spectrum harmful?</p>	<p style="text-align: center;"><u>Electromagnetic waves</u></p> <p>What happens to light when it shines through glass? What are transverse and longitudinal waves? How can we use models to explain waves?</p>

	<p>and friction? How do objects react when squashed or stretched? What is Hooke's Law?</p>	<p>How does atmospheric pressure change with height? How does pressure in a liquid change with depth? Why do some things float? How do you calculate pressure? What is stress? What does stress do to solids?</p>	<p>How do you make a strong electromagnet? What is the Earth's magnetic field? Why might you use an electromagnet, rather than a permanent magnet? How do electric bells, loudspeakers, and circuit breakers work?</p>	<p>increase its temperature? What is insulation? How can we use insulation to keep things hot or cold? How does sound transfer energy?</p>	<p>How can we use the electromagnetic spectrum? How can plants and animals use the electromagnetic spectrum?</p>	<p>What is superposing?</p>
Y8 History	<p><u>The Tudors - Mary I/Elizabeth I</u> How Bloody was Bloody Mary? Young Elizabeth - What was she like? What did Queen Elizabeth I look like? Why did Queen Elizabeth I kill her cousin? Elizabeth's Government. Elizabeth I Source Assessment</p>	<p><u>The Stuarts and Cromwell</u> The Gunpowder Plot Why did the English start fighting? Why was King Charles sentenced to death? Who was the man who banned Christmas? Was Cromwell a Hero or Villain? What happened to Cromwell's Head? Oliver Cromwell Assessment Hatfield House visit</p>	<p><u>The Abolition of the Slave Trade</u> What was the slave trade? What was it like on a slave ship? Life as a slave Why was slavery abolished? End of term Year 8 Assessment</p>	<p><u>The French Revolutionary Wars</u> Why were Britain and France in dispute in Northern America? In what way is the execution of a French King linked to Britain?</p>	<p><u>Who was Napoleon Bonaparte?</u> Horatio Nelson and the Battle of Trafalgar. Napoleon Bonaparte Battle of Waterloo Battle of Trafalgar. French Revolutionary Wars Assessment.</p>	<p><u>Dying for the Vote</u> Who were the Suffragettes? Presentations on women in history How did WWI affect Votes for women. Did Emily Davidson mean to kill herself Watching The Suffragettes</p>
Y8 Geography	<p><u>The ground beneath my feet</u> (introduction to geology) (Geog.3) Recapping from chemistry the different rock groups and how they form, looking at samples of each rock group and comparing their properties, exploring the</p>	<p><u>Moving & Shaking continued</u> <i>(carried over from Year 7 2018, just to be studied in Year 8 2019)</i>(Geog.3) The social, economic, environmental and political impacts of earthquakes & volcanoes, managing and measuring those impacts, comparing</p>	<p><u>Extreme Environments</u> From barren deserts to wild jungles: major world biomes (continued) OLD Geog.2 (3rd edition) the climate and characteristics of hot deserts, and tropical Rainforest, causes, consequences and solutions to deforestation</p>	<p><u>Precious Planet</u> (Natural Resources) (continued) Geog.3 Water shortage, UK and Tanzania, the importance of soil, desertification and the fight against it, non-renewable energy, renewable energy in the UK</p>	<p><u>Mighty oceans & rolling waves</u> (coasts) Geog.2 Waves and tides, processes of marine erosion & transport Marine landforms of erosion including cliffs, headlands and bays, caves, arches, stacks and stumps, landforms of</p>	<p><u>Detectives & decision makers</u> (geography field investigations) Happisburgh stakeholders debate Field trip planning Happisburgh field trip Data analysis</p>

	<p>importance of rocks to life (domestic) and industry (commercial and farming), the formation of soil, recapping weathering and looking for everyday examples of weathering. Rock type research project, poster and presentations</p> <p><u>Moving & Shaking</u> (carried over from Year 7 2018, just to be studied in Year 8 2019) (Geog.3) Plate tectonics, the features of the 4 main tectonic plate boundaries, and the formation and features of earthquakes and volcanoes</p>	<p>impacts between developed and developing countries, managing tectonic hazards</p> <p><i>Assessment</i></p> <p><u>Extreme Environments</u> From barren deserts to wild jungles: major world biomes OLD Geog.2 (3rd edition) Location of world biomes, recap of biomes and ecosystems, their structure and interdependence from Biology. The physical local and global factors affecting their location,</p>	<p>of rainforests globally. Rainforest stakeholders debate</p> <p><u>Precious Planet</u> (Natural Resources) Geog.3 Earth's natural resources: fossil fuels, minerals, water and soil</p>	<p><i>Assessment</i></p> <p><u>Burning Planet</u> (Climate Change) 1 lesson Geog.2 Global warming: natural and enhanced, what is climate change?, the reality of climate change today, who will be worst affected? Is it too late? what can we do?</p>	<p>deposition including beaches, sand dunes, spits and saltmarshes, Coastal management strategies, Happisburgh case study</p> <p>Assessment</p>	<p>collaboration with Maths</p>
<p>Y8 RE</p> <p><u>Year 8 keywords</u> (linked)</p>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> ● Compare the historical Jesus with the biblical ● Describe key events in Jesus' life ● Understand the nature of miracles, and why they were employed by Gospel writers ● Explain where Original Sin & Free Will come from ● Explore Jesus' attitude towards sin through passages of the Bible ● Discuss why forgiveness and repentance are important to Christians ● Conduct a Quaker meeting to compare styles of worship across branches of Christianity ● Assess Christian beliefs on marriage and divorce 		<p><u>Islam</u></p> <ul style="list-style-type: none"> ● Understand the role of Muhammad (pbuh) in the promotion of Islam ● Explain the significance of Muhammad (pbuh)'s relationship with God ● Describe the Five Pillars of Islam ● Evaluate the difficulty of the Five Pillars ● Infer the significance of sawm and Ramadan ● Explore the idea of halal & haram ● Compare halal & haram with Kashrut laws (Judaism) ● Reflect on the importance of Umrah, Hajj and the Ka'bah ● Debate the application of Sharia Law ● Discuss modern attitudes towards Islam, including Islamophobia and Islam in the media 		<p><u>Sikhism</u></p> <ul style="list-style-type: none"> ● Describe the foundation of Sikhism and its central purpose ● Explore the character of Guru Nanak in order to understand his contribution to Sikhism ● Identify the importance of the gurdwara and langar/seva ● Explain why langar and seva are significant ● Link the 5 Ks with the central philosophy of Sikhism ● Compare Sikh attitudes to life after death with that of other other religions ● Discuss Sikh attitudes towards race & gender 	
<p>Y8 Latin</p>	<p>Cambridge Latin Course Stages 1-3</p>	<p>Cambridge Latin Course Stages 4-5</p>	<p>Cambridge Latin Course Stages 6-7</p>	<p>Cambridge Latin Course Stages 8-9</p>	<p>Cambridge Latin Course Stages 9-10</p>	<p>Cambridge Latin Course Stage 12</p>

	<p>Language (nouns):</p> <ul style="list-style-type: none"> ● Subject (nominative) ● Object (accusative) ● 1st, 2nd, 3rd declensions <p>Culture: house, family, occupations</p>	<p>Language (plurals):</p> <ul style="list-style-type: none"> ● 1st, 2nd, 3rd person verbs ● Nominative plurals ● Plural verbs (3rd person) <p>Culture: forum, theatre</p>	<p>Language (tenses):</p> <ul style="list-style-type: none"> ● perfect tense (3rd person) ● irregular stems to verbs (s)sux <p>Culture: slavery, dinner parties</p>	<p>Language (plurals):</p> <ul style="list-style-type: none"> ● Nom + acc plurals ● Plural verbs (all person endings) <p>Culture: gladiators, baths</p>	<p>Language (cases cont.):</p> <ul style="list-style-type: none"> ● Plural verbs (all person endings) ● Dative case <p>Culture: baths, education</p>	<p>Language (adjectives):</p> <ul style="list-style-type: none"> ● Comparatives & superlatives <p>Culture: eruption of Vesuvius</p>
Y8 Art	Self Image				Cultural Art- Mexican Day of the Dead	
	<p><u>DEVELOP</u></p> <p>Create a mind-map that explores the theme of Self-Image. Discuss the work of Chris Ofili, Freda Karlo, Stanley Spencer and Andy Warhol. Create Artist research pages in your sketchbook showing visual responses to their work.</p> <p><u>REFINE</u></p> <p>Observational drawings of facial features, exploring line, tone and colour. Experiment with media and techniques by using pencil, watercolour, charcoal, chalk, acrylic paint and collage.</p>	<p><u>RECORD</u></p> <p>Learn about different approaches to self portraits by understanding the purpose and meaning of the work. Participate in self and peer assessment activities to document your ideas and progress.</p>	<p><u>PRESENT</u></p> <p>Create a self portrait that shows links to the artists you have researched and aspects of your self-image</p>		<p><u>DEVELOP</u></p> <p>Learn about Art inspired by the Mexican Day of the Dead and the use of cultural symbolism. Complete artist research and analysis.</p> <p><u>REFINE</u></p> <p>Practice the use of Mexican symbols in their own artwork and plan a large scale piece.</p>	<p><u>RECORD</u></p> <p>Participate in self and peer assessment activities to document your ideas and progress.</p> <p><u>PRESENT</u></p> <p>Create an A3 piece based on the symbolic works of the Mexican Day of the Dead using a variety of drawing skills and techniques.</p>

<p>Y8 Music</p>	<p>Exploring the elements of music Focus on understanding texture, timbre, tempo - performing graphic scores focusing on these elements</p> <p>harmony - major, minor, diminished and augmented</p>	<p>Composing assignment bringing together all these elements of music</p>	<p>Programme music - exploring music inspired by nature, art, literature</p> <p>storm music (Beethoven's Pastoral Symphony)</p> <p>Composing a piece of music to represent a storm building, breaking and fading away</p>	<p>music inspired by art (Kanagawa and Van Gogh)</p> <p>Composition inspired by one of these artworks</p>	<p>Chord patterns - Pachelbel's Canon plus the hip hop fusion version of this</p> <p>Creating a piece of music using the chord pattern from Pachelbel's Canon</p>	<p>Composing in layers - creating a piece from scratch by building up a chord pattern, melody, bass line and rhythm</p>
<p>Y8 Drama</p>	<p>Comedy and Tragedy - genre, juxtaposition and contrast - use of split-scene to enhance performance.</p> <p>Spies and Secrets - using non-verbal communication / focus on actors physicality to create meaning through the exploration of moral dilemmas</p>	<p>Stylised Drama - learning how and when to use non-naturalistic theatrical techniques - including the use of physical theatre, freeze frame, mime, slow motion and many more...</p>	<p>Millions - Frank Cottrell Boyce</p> <p>Continuing the theme of moral dilemmas using the play Millions.</p> <p>Practical exploration of key scenes in the play with consideration of director's intention and audience response.</p>	<p>Flannan Isle - using the well known mystery and using the poem as stimulus for creating drama. Focus on techniques to build tension and suspense.</p>	<p>Radio Drama</p> <p>With a focus on use of voice. Using Roald Dahl's short story The Landlady - students create a radio play. Exploring the role of narrator. Use of sound effects and characterisation through use of voice.</p>	<p>Mugged - exploring text through performance</p> <p>Using Andrew Payne's play to create and direct students' own interpretation of text.</p> <p>Applying the skills and techniques learned to a scripted performance.</p>
<p>Y8 Spanish</p>	<p>Languages Week</p> <p>Review of Viva 2 Module 1:</p> <p>Past holidays - using preterite</p> <p>Talking about a past holiday.</p> <p>Saying what you did on holiday.</p> <p>Describing the last day on holiday.</p> <p>Saying what your holiday was like.</p> <p>Translation skills</p>	<p>Module 2:</p> <p>My interests</p> <p>Saying what type of music you like.</p> <p>Expressing opinions on TV programmes.</p> <p>Saying what you did yesterday.</p> <p>Translation skills</p> <p>Revision of the present tense</p> <p>Giving a range of opinions</p> <p>The comparative.</p>	<p>Module 3:</p> <p>Food</p> <p>Saying what food you like</p> <p>Describing mealtimes</p> <p>Ordering a meal in a restaurant.</p> <p>Discussing what to buy for a party.</p> <p>Giving an account of a party.</p> <p>Learning about food in other countries.</p> <p>Translation skills</p> <p>Using a wider range of opinions.</p>	<p>Module 4:</p> <p>Socialising</p> <p>Arranging to go out with friends.</p> <p>Making excuses.</p> <p>Discussing getting ready to out.</p> <p>Clothes and saying what you wear for different occasions.</p> <p>Describing sporting events.</p> <p>Giving an account of a sporting / other event you have been to.</p>	<p>Module 5</p> <p>Summer holidays - using 3 tenses together</p> <p>Describing a holiday home and holiday activities.</p> <p>Asking for and giving directions.</p> <p>Talking about summer camps.</p> <p>Translation skills</p> <p>Using the comparative and superlative.</p> <p>The imperative.</p> <p>Using three tenses</p>	<p>Describing a world trip.</p> <p>Discussing holiday destinations.</p> <p>Group work: preparing presentations of the school and filming on i-pads.</p> <p>Translation skills</p> <p>Tackling challenging listening.</p> <p>Using <i>mejor</i> and <i>peor</i>.</p> <p>End of Module test</p>

	<p>The preterite or verb <i>ir</i> and regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs</p> <p>The preterite of ver <i>ser</i></p> <p>End of Module test</p> <p>Module 2: Personal preferences and free time. Mobile phones and saying what you use them for.</p>	<p>Using the present and past tenses together.</p> <p>End of Module test</p>	<p>Using negatives. The formal 'you'. Using the near future. Using three tenses together. Using direct object pronouns.</p> <p>End of Module test</p>	<p>Translation skills Using <i>me gustaria</i> + <i>infinitive</i> Using verbs <i>querer</i> + <i>poder</i> Reflexive verbs. Revision of adjectival agreement. Using demonstrative adjectives this/these Using three tenses.</p> <p>End of Module test</p>	<p>together.</p>	
Y8 French	<p>Languages Week</p> <p>Media Talking about television programmes, films, reading and the internet</p> <p>Translation skills Talking about what you did yesterday</p> <p>The present tense of <i>avoir</i> and <i>être</i> and of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs The perfect tense</p>	<p>Paris - perfect tense A visit to Paris - saying what you did, where you went and how</p> <p>Translation skills The perfect tense of regular and irregular verbs</p>	<p>Identity Identity- personality, relationships, music, clothes Translation skills Adjectival agreement Giving and justifying opinions Using reflexive verbs [NB Perfect tense of regular and irregular verbs to continue alongside Module 3 through classwork and homework tasks] Using the near future tense Weekly Film Club To boost listening, speaking, reading and writing skills via language and culture student booklet</p>	<p>Home</p> <p>Describing the home Talking about meals, food and events Translation skills Using <i>il faut</i> Using three tenses Prepositions</p>	<p>Talent and Ambition</p> <p>Talking about talent and ambition <i>Vouloir, pouvoir</i> and <i>devoir</i> The imperative Translation skills Residential with visit to partner school</p> <p>All 4 language skills, day visit to French school to participate in lessons and tour of Lille with penpals</p>	<p>Persuasive language</p> <p>Encouraging or persuading someone Persuasive language</p> <p>Translation skills Superlative adjectives Using a variety of structures and tenses</p>
Y8 Mandarin	<p>Languages Week</p> <p>Revise Jinbu-1 Chapter 1-3</p>	<p>Revise Jinbu-1 Chapter 4-5 1.Revise school subjects and give comments on</p>	<p>1.Weather types: Learn weather types and relevant adj.to describe weather.</p>	<p>1.Review Chapter 1 in Jinbu-2 2.Culture explore: How do Chinese people</p>	<p>1.Describe someone: recap phrases of colour, appearance. 2. Bedroom essential</p>	<p>1..Direction and making an appointment 2.Weekend plan 3.Job titles: Dream</p>

	<p>1. Review greeting phrases, numbers, family members, animal names</p> <p>2. Review numbers: Birthday, week days; Weekend</p> <p>3. Review hobbies; activities</p> <p>4. Review simple questions and special questions; relevant ways to answer these questions.</p> <p>5. Practise writing around 80 characters course-work to describe life routine.</p> <p>6. Assessment</p>	<p>school subjects</p> <p>2. Recap telling time and apply time phrase to indicate course schedule.</p> <p>3. Review food names; drink names and give comments on food.</p> <p>4. Practise raising simple questions and special questions.</p> <p>5. Practice essential characters</p> <p>6. Assessment</p>	<p>2. Nationality: Country names and how to apply 人, 文, 语, 国 to convert a country's name into nationality and the related language.</p> <p>3. Location names: preposition 在</p> <p>3. Transportation names: Apply 坐 and 骑 to describe how to take the transportation to go a place.</p> <p>4. Past tense mark 了 : Comparison study with present continue mark 在/正在</p>	<p>celebrate Chinese New Year? Individual presentation.</p> <p>3. Assessment</p>	<p>item phrases: Recap reposition 在 and direction phrases.</p> <p>3. Daily routine</p> <p>4. Daily life and clothes</p> <p>5. Assessment</p>	<p>job and future plan. Future tense mark 要 ; 想要</p> <p>4. Giving comments on living environment</p> <p>5. Assessment</p>
Y8 PE	Coming Soon					
Y8 PSHCEE	Coming Soon					