



Curriculum Map: Year 8, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y8 English	Genre/Topic: Gothic	Genre/Topic: Tragedy and Shakespeare	Genre/Topic: Holocaust Literature	Genre/Topic: Empathetic Reading Writing	Genre/Topic: Dystopia	Genre/Topic: Poetry from Other Cultures
<i>Language Literature Spoken Language</i>	<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</i></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</i></p>	<p>Text: Once by Morris Gleitzman</p> <p><i>Assessment: Narrative writing based on the novel.</i></p> <ul style="list-style-type: none"> + Trip to Picturehouse to see <i>JoJo Rabbit</i> + Links to Holocaust Memorial Day which includes a study of Anne Frank's Diary. 	<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>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>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>Gothic atmosphere in the extract?</i></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><i>on Lady Macbeth in Act 1 Scene 4</i></p> <p>Screening of Macbeth by RSC</p>				
Y8 Maths	<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 equation. 	<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>
Y8 Computing	<ul style="list-style-type: none"> • Working knowledge of hardware that is required to make a computer system. • How to procure components and 	<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 to go

	physically make a PC • Having a working knowledge of other operating system Working through their GCSE Project	• Working remotely on other systems • Completing basic maintenance of software and operating systems	programs to complete a project • Using HTML • Having a working knowledge of other operating systems and able to communicate with other systems over a network	programs to complete a project • Using HTML, and C++ • Having a working knowledge of other operating systems • Communicate with other systems over a network	programs to complete a project • Using Python	• Make a IOT project .Plan it program it and test it
Y8 Biology	<u>ORGANISMS</u> Breathing <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 Digestion <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. 		<u>ECOSYSTEM</u> Respiration <ul style="list-style-type: none"> What is respiration? Role mitochondria in respiration. Releasing energy from food in a chemical reaction Photosynthesis <ul style="list-style-type: none"> Plants make food They need sunlight, water and CO₂. The role of chloroplasts and why plants are green. 		<u>GENES</u> Evolution <ul style="list-style-type: none"> Fossil evidence Darwin's ideas Different theories of how life on earth developed Ideas of natural selection Inheritance <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	<u>Elements</u> Study the structure of the atom including sub-atomic particles. Understand how atoms combine to create new compounds and how their chemical formula can be written.	<u>Periodic Table</u> Understand how the modern Periodic Table is constructed (including groups and periods). Deduce the properties of Group 0, 1 and 7 elements.	<u>Types of reactions</u> Describe some reactions as combustion and some as thermal decomposition. Explore why different products are obtained and make predictions, using the particle model, to help explain	<u>Chemical Energy</u> Monitor energy changes in a range of chemical reactions. Learn to deduce if a reaction is giving out heat or taking in heat from its environment. Discuss the consequences of energy changes in	<u>Earth</u> Understand the chemistry behind changes in the atmosphere and review factors contributing to global warming. Overview of the carbon cycle (including chemical formulae of all gases therein) and	<u>Earth resources</u> The final topic will focus on how metals are extracted from ores and discuss the issues related to recycling.

	Explore polymers and their applications in modern materials.	Predict how the reactivity of elements vary within each group.	what is happening in a chemical reaction.	reactions in terms of practical uses (cold/heat packs) or for safety considerations (explosions).	its impact on climate change.	
Y8 Physics	<p><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 and friction? How do objects react when squashed or stretched? What is Hooke's Law?</p>	<p><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? 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><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? 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><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 increase its temperature? What is insulation? How can we use insulation to keep things hot or cold? How does sound transfer energy?</p>	<p><u>Electromagnetic waves</u></p> <p>How do microphones and speakers work? What is the electromagnetic spectrum? Is the electromagnetic spectrum harmful? How can we use the electromagnetic spectrum? How can plants and animals use the electromagnetic spectrum?</p>	<p><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? What is superposing?</p>
Y8 History	<p><u>The Tudors - Edward, Mary I, Elizabeth I</u></p> <p>Review of Henry VIII – hero or villain</p> <p>Spotlight on Edward VI and changes to the church</p>	<p><u>The Stuarts and Cromwell</u></p> <p>Gunpowder Plots and James I</p> <p>Charles I and the World Turned Upside Down</p> <p>Charles on Trial</p>	<p><u>The Abolition of the Slave Trade</u></p> <p>Background to the Slave Trade</p> <p>The Slave Triangle</p> <p>Focus on the Middle Passage</p>	<p><u>Industrial Revolution</u></p> <p>The foundations of a new age</p> <p>The development of factories and children working</p>	<p><u>Industrial Revolution</u></p> <p>Spotlight on the railway</p> <p>Inventions research and presentation</p> <p><u>Explorers</u></p> <p>Early explorers</p>	<p><u>Explorers</u></p> <p>Scott vs Shackleton – the race to the South Pole</p> <p>The Conquest of Everest</p> <p>The Moon</p>

	Spotlight on Mary I – does she deserve the name Bloody Mary Spotlight on Elizabeth I Judging the Tudors Assessment	English Civil War and Cromwell Cromwell Assessment Superstition and Witches in the 17 th Century	Slave Plantations Abolition of the Slave Trade Slavery Assessment	Living conditions in the cities	Columbus and Magellan	End of year assessment
Y8 Geography	<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 of rainforests globally. Rainforest stakeholders debate	<u>Burning Planet</u> 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? <i>Assessment</i>	<u>Go with the flow</u> The importance of rivers in shaping our landscapes and lives. How does a drainage basin work? What are the key physical features of a river? How is flooding caused, how will it affect our lives and what can be done to manage it?	<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 deposition including beaches, sand dunes, spits and salt marshes, Coastal management strategies. Mappleton case study	<u>Precious Planet</u> 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 <i>Assessment</i> <i>Assessment</i>	<u>Detectives & decision makers</u> (geography field investigations) Mappleton stakeholders debate Field trip planning Data analysis collaboration with Maths
Y8 RE	<u>Buddhism</u> <ul style="list-style-type: none"> Students learn about the beginnings of Buddhism and the reasons why it started. Students learn about the life of the Buddha Students learn the Three Marks of Life and how they apply to their lives. 		<u>Hinduism</u> <ul style="list-style-type: none"> Understand the polytheistic nature of Hinduism by exploring the “trinity” of Brahma, Vishnu & Shiva Explain that all Hindu gods are aspects of Brahman 		<u>Sikhism</u> <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 	

	<ul style="list-style-type: none">Students learn about Buddhist symbols and prayer flags and design their ownStudents and try a ‘stilling exercise’ to see what meditation would be like and describe their experiencesStudents compare Buddhism to other religious beliefs	<ul style="list-style-type: none">Identify & explain the significance of items used for puja both in the mandir and at homeInvestigate the festivals of Diwali, Raksha Bandhan and HoliUnderstand, then explain the importance of varna, dharma & ashrama to HindusExplore the ritual of a Hindu marriage ceremonyCritique the idea of karmaCompare reincarnation with different religious beliefs on life after death	<ul style="list-style-type: none">Link the 5 Ks with the central philosophy of SikhismCompare Sikh attitudes to life after death with that of other other religionsDiscuss Sikh attitudes towards race & gender			
Y8 Classics	<p><u>Suburani Chapter 3</u></p> <p>Language:</p> <p>Nominative and accusative pl.</p> <p>3rd pers. pl., present tense</p> <p>Entertainment:</p> <p>Public festivals, Chariot-racing, Charioteers</p> <p>History: Three phases of ruling</p> <p><u>Suburani Chapter 4</u></p>	<p><u>Suburani Chapter 4</u></p> <p>Religion:</p> <p>Christianity, State religion, Homes of the gods, Sacrifice, Private worship</p> <p>Mythology: Deucalion and Pyrrha</p> <p><u>Suburani Chapter 5</u></p> <p>Language:</p> <p>Present infinitive</p> <p>possum, volō and nōlō</p> <p>Public health:</p>	<p><u>Suburani Chapter 6</u></p> <p>Language:</p> <p>Ablative case</p> <p>Prepositions + acc./+ abl.</p> <p>Time</p> <p>Slavery: How were people enslaved? Life of a slave, Seeking freedom, Manumission</p> <p>Mythology: Theseus and the Minotaur</p> <p><u>Suburani Chapter 7</u></p> <p>Language:</p>	<p><u>Suburani Chapter 7</u></p> <p>London:</p> <p>Londinium, Made in Londinium, Food</p> <p>History: Romans invading</p> <p><u>Suburani Chapter 8</u></p> <p>Language:</p> <p>⋈ Perfect tense (all stems)</p> <p>⋈ Superlative adjectives</p>	<p><u>Suburani Chapter 8</u></p> <p>Britain:</p> <p>Britannia, Camulodunum, Resist or accept? The Druids</p> <p>Mythology: The Amazons</p> <p><u>Suburani Chapter 9</u></p> <p>Language:</p> <p>⋈ Dative case</p> <p>⋈ Verbs with dative</p> <p>Rebellion – hard power:</p> <p>Chain of command; Competing forces;</p>	<p><u>Suburani Chapter 10</u></p> <p>Language:</p> <p>⋈ 1st and 2nd decl. adjectives</p> <p>⋈ 3rd decl. adjectives</p> <p>Aquae Sulis – soft power:</p> <p>⋈ Aquae Sulis; Different gods; Curses; Military life; People of Roman Britain</p> <p>Mythology: The Gorgons</p>

	<p>Language:</p> <p>Neuter nouns</p> <p>1st and 2nd pers. pl., present tense</p>	<p>Baths, Public toilets, Water supply, Sanitation</p> <p>History: Rome under attack!</p>	<p>ς Imperfect tense</p> <p>ς Perfect tense (-v-stems)</p>		<p>Women and war; Why join the army?</p> <p>History: Resistance</p>	
Y8 Art	Cultural Art- Mexican Day of the Dead		Portraiture and Self Image		Alien Sculpture	
	<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 your 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><u>DEVELOP</u></p> <p>Investigate the Alien themed sculptures of contemporary artist Yinka Shonibare to explore the idea of feeling 'Alien' in an environment.</p> <p><u>REFINE</u></p> <p>Use your imagination to design and create an alien sculpture and develop construction skills by experimenting with model making techniques.</p>	<p><u>RECORD</u></p> <p>Learn how to apply pattern making techniques to design a decorative pattern in response to African Art and Design.</p> <p><u>PRESENT</u></p> <p>Develop design work into a found-material sculpture and decorate with African inspired patterns.</p>
Y8 Music	<p>Exploring the elements of music</p> <p>Focus on understanding texture,</p>	<p>Composing assignment bringing together all these elements of music</p>	<p>Programme music - exploring music inspired by nature, art, literature</p>	<p>music inspired by art (Kanagawa and Van Gogh)</p>	<p>Chord patterns - Pachelbel's Canon plus the hip hop fusion version of this</p>	<p>Composing in layers - creating a piece from scratch by building up a</p>

	<p>timbre, tempo - performing graphic scores focusing on these elements</p> <p>harmony - major, minor, diminished and augmented</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>	Composition inspired by one of these artworks	Creating a piece of music using the chord pattern from Pachelbel's Canon	chord pattern, melody, bass line and rhythm
Y8 Drama	<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. 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. Applying the skills and techniques learned to a scripted performance.</p>
Y8 Spanish	<p>Languages Week</p> <p>Review of Viva 2</p> <p>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>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>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>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>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>Translation skills</p> <p>The preterite or verb <i>ir</i> and regular -ar, -er and -ir verbs</p> <p>The preterite of ver <i>ser</i></p> <p>End of Module test</p> <p>Module 2:</p> <p>Personal preferences and free time.</p> <p>Mobile phones and saying what you use them for.</p>	<p>The comparative.</p> <p>Using the present and past tenses together.</p> <p>End of Module test</p>	<p>Using a wider range of opinions.</p> <p>Using negatives.</p> <p>The formal 'you'.</p> <p>Using the near future.</p> <p>Using three tenses together.</p> <p>Using direct object pronouns.</p> <p>End of Module test</p>	<p>Translation skills</p> <p>Using <i>me gustaria + infinitive</i></p> <p>Using verbs <i>querer + poder</i></p> <p>Reflexive verbs.</p> <p>Revision of adjectival agreement.</p> <p>Using demonstrative adjectives this/these</p> <p>Using three tenses.</p> <p>End of Module test</p>	<p>Using three tenses together.</p>	
Y8 French	<p>Languages Week</p> <p>Media</p> <p>Talking about television programmes, films, reading and the internet</p> <p>Translation skills</p> <p>Talking about what you did yesterday</p> <p>The present tense of <i>avoir</i> and <i>être</i> and of -er, -ir, and -re verbs</p> <p>The perfect tense</p>	<p>Paris - perfect tense</p> <p>A visit to Paris - saying what you did, where you went and how</p> <p>Translation skills</p> <p>The perfect tense of regular and irregular verbs</p>	<p>Identity</p> <p>Identity- personality, relationships, music, clothes</p> <p>Translation skills</p> <p>Adjectival agreement</p> <p>Giving and justifying opinions</p> <p>Using reflexive verbs</p> <p>[NB Perfect tense of regular and irregular verbs to continue alongside Module 3 through classwork and homework tasks]</p> <p>Using the near future tense</p> <p>Weekly Film Club</p> <p>To boost listening, speaking, reading and writing skills via language and culture student booklet</p>	<p>Home</p> <p>Describing the home</p> <p>Talking about meals, food and events</p> <p>Translation skills</p> <p>Using <i>il faut</i></p> <p>Using three tenses</p> <p>Prepositions</p>	<p>Talent and Ambition</p> <p>Talking about talent and ambition</p> <p><i>Vouloir, pouvoir</i> and <i>devoir</i></p> <p>The imperative</p> <p>Translation skills</p> <p>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</p> <p>Persuasive language</p> <p>Translation skills</p> <p>Superlative adjectives</p> <p>Using a variety of structures and tenses</p>
Y8 Mandarin	<p>Languages Week</p>	<p>Revise Jinbu-1 Chapter 4-5</p>	<p>1.Weather types: Learn weather types and</p>	<p>1.Revise Chapter 1 in Jinbu-2</p>	<p>1.Describe someone: recap phrases of colours, appearances.</p>	<p>1.Directions and making an appointment</p> <p>2.Weekend plans</p>

	<p>Revise Jinbu-1 Chapter 1-3</p> <p>1.Revise greeting phrases, numbers, family members, animal names</p> <p>2. Revise numbers: Birthday, week days; Weekend</p> <p>3. Revise hobbies; activities</p> <p>4. Revise simple questions and special questions; relevant ways to answer these questions.</p> <p>5. Practise writing around 75 characters course- work to describe life routine.</p> <p>6. Assessment</p>	<p>1.Revise school subjects and give comments on 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>relevant adj.to describe weather.</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 to a place.</p> <p>4. Past tense mark 了: Comparison study with present continuous mark 在/正在</p>	<p>2.Cultural exploration: How do Chinese people celebrate Chinese New Year?</p> <p>Individual presentations.</p> <p>3.Assessment</p>	<p>2. Bedroom essential item phrases: Recap preposition 在 and direction phrases.</p> <p>3.Daily routine</p> <p>4.Daily life and clothes</p> <p>5. Assessment</p>	<p>3.Job titles: Dream 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	<p><u>Rugby/Tag Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p>	<p><u>Rugby/Tag Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p>	<p><u>Football/ Girls Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p>	<p><u>Football/ Girls Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p>	<p><u>Tennis</u></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring.</p> <p><u>Striking and Fielding skills</u></p>	<p><u>Athletics Performing at Maximal levels</u></p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p>

	<p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Basketball</u></p> <p>To gain skills in passing, dribbling, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Badminton</u></p> <p>Indoor- Badminton To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p>	<p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Netball/Handball</u></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Netball/Handball</u></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p><u>Athletics</u> <u>Performing at Maximal levels</u></p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p>	<p>Shot putt, Javelin</p> <p><u>Tennis</u></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring</p> <p><u>Striking and Fielding</u></p> <p><u>Cricket</u></p> <p>To be able to under arm throw and low cradle catch a ball accurately</p> <p>To be able to over arm throw and high cradle catch a ball accurately</p> <p>To be able to perform an around the side throw and cradle catch a ball accurately</p> <p>To perform simple or complex over arm bowling accurately with consistency.</p> <p>To be able to bat the ball in a variety of ways</p>

						<div>To be able to create fielding and batting tactics</div> <div>To be able to perform in a competition with outstanding sportsmanship</div> <div>To be able to create fielding and batting tactics</div>
Y8 PSHCEE	<div>Unit 1 & 2</div> <div><ul style="list-style-type: none">Collective and individual identity, and adapting to changeAppreciating diversityFamily and self identityStereotypes, first impressions and judgementsfaith, belief and communityidentity differences and influences within relationships.</div>	<div>Unit 3</div> <div><ul style="list-style-type: none">Making choices which can influence our futurePositive and negative role money can havePositive and negative role of online activityKeeping track of spendingVariations in income around the worldGambling and addictions</div>	<div>Unit 4</div> <div><ul style="list-style-type: none">Me and my healthHealthy choices on managing stressHealthy choices on substancesSubstance misuse and exploitationHealthy choices on medicines and immunisationHealth and happiness</div>	<div>Unit 5</div> <div><ul style="list-style-type: none">Being in control of myself and learning how relationships affect our lives.Being in control of my relationships, feelings, and emotions.Being in control of personal space and how this varies online and offlineManaging control and coercion in relationships</div>	<div>Unit 6</div> <div><ul style="list-style-type: none">Different types of relationshipPositive aspects of having relationships and behaviours you'd expect to find in healthy, romantic relationships.Feelings associated with attraction and safely exploring feelings about sexualityPornography and it not reflecting reality, as well</div>	

				<ul style="list-style-type: none">• Being in control of social media, learning about safety and legality• Having healthy, positive relationships.	<p>as impacting expectations and self-image.</p> <ul style="list-style-type: none">• Alcohol and risk• Behaviours and attitudes in healthy• and unhealthy relationships.
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