

Yearly Overviews: Year 8

In addition to the curriculum information on each subject page, these slides provide an overview of what your child will be learning throughout the year, including the different topics, knowledge, skills, assessment and relevant links. There are also summaries of the curriculum **intent** (the overarching aims in terms of what students will learn), **implementation** (how classes are structured and allocated curriculum time) and **impact** (what students should know and understand as a result of the delivery of the curriculum)

Please note, Food and Drama will be added shortly



Year 8 English Overview

Intent – the Big Picture: Year 8 English develops the foundation built by the Year 7 curriculum, but also begins to increase the level of challenge contained within texts to match the emerging maturity and curiosity of students. The knowledge acquired in Year 8 builds upon previous skills, but also lays down another layer of understanding on concepts that will become important in their later studies and lives related to economic and political thinking, mental health and perspective, the impact of the industrial revolution in Britain, gender roles and the importance of free speech and opinions.

Implementation:

Students have three one hour lessons per week, including one library lesson every fortnight. Each half term a new unit of work is introduced which builds on prior knowledge and skills, and prepares for deeper knowledge and understanding in Year 9 and beyond. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse texts from a range of genres and eras.

Homework Projects are designed to engage students with each unit of work, seeing them complete work that should enhance their understanding of topics and sit alongside classwork.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using the Progress Trees for each unit to capture key vocabulary, links, personal progress and progress towards their targets. Students will develop reading strategies and be introduced to word explosions to help them analyse key words and techniques used by writers, as well as developing their vocabulary and creative writing skills. They will be able to discuss context, particularly in relation to cultural differences and historical perspectives. Students will develop the technical accuracy of their written work alongside creative flair and ambitious choices.

Unit	Knowledge	Skills	Assessment	Links
Animal Farm	Economic and Political Systems Political Context Authorial Voice Symbolism Utopian/Dystopian Fiction	Reading/consuming challenging texts. Thinking – developing understanding of the world around us. Analysis of writers choices of language.	Monitoring of knowledge understanding. Teacher feedback on progress with Word Explosions and formal writing skills across at least two pieces. Formative feedback – peer, self and teacher related to creating fiction texts.	Year 7 – skills outlined in the short stories unit. Year 8 – prepares students the study of literature.
Gothic Fiction	Conventions of the Gothic Pathetic Fallacy Unreliable Narration Structure of Short Stories	Discussing/reacting to challenging texts. Thinking – the impact of perspective. Analysis of writers intentions and impact on readers.	Feedback related to word explosions, with a strong focus on understanding of the 'language' and 'wider text' sections of the model.	Year 7 – Short Stories Year 7 – Voices in the Park Year 9 – Creative Writing KS4 – A Christmas Carol/Macbeth
Travel Writing Assessed Unit – Writing.	Audience and Purpose Conventions of Travel Writing Structural Devices Persuasive Devices	Writing from a perspective Writing from personal experience. The use of advanced punctuation. The importance of structure. Sentence structure and authorial voice.	Continuous formative assessment with 3 formally assessed pieces of creative writing. Initially pieces will be self and peer assessed, with guided input from the teacher before books are marked. Teacher will use all three pieces to assess whether students are working 'on', 'above' or 'working towards'.	Year 7 – Love Where You Live Year 9 – Non-Fiction Reading and Writing KS4 – English Language Paper 1 and 2
The Romantics Assessed unit - Reading	Poetic Devices Social Commentary The Industrial Revolution The Romantic Poets, their beliefs, their worldwide, comparisons to the modern world.	Creating original work from challenging texts. Thinking – environmental, the natural world. Application of contextual factors to analysis.	Continuous formative assessment with 3 formally assessed pieces of creative writing. Initially pieces will be self and peer assessed, with guided input from the teacher before books are marked. Teacher will use all three pieces to assess whether students are working 'on', 'above' or 'working towards'.	Year 7 – World Poetry Year 8 – Animal Farm/Gothic Fiction Year 9 – Conflict Poetry Year 10 – English Literature Paper 1 and 2
Shakespeare: Much Ado About Nothing and A Midsummer Night's Dream	Patriarchy Initial ideas related to feminism Masculinity and Femininity Social Context Conventions of a comedy The presentation of social class.	Thinking – gender roles. Speaking – play readings. Group work, collaboration. Reading – word explosions should now be embedded and allow for a natural exploration of texts.	Consolidation assessments related to use of vocabulary, language analysis and contextual application following the 'Romantics' unit.	Year 7 – Shakespeare Project Year 8 – The Romantics Year 9 – Othello KS4 – English Literature Paper 1
Opinion Writing and Public Speaking	Expression and Control Body Language and Self-Image Free form knowledge developing topics of the students choice – staff monitor choices carefully. Persuasive Devices (consolidation) Structural Devices (consolidation)	Speaking – volume, voice, control. Speaking – body language Speaking – Controlling anxiety Group collaboration Independent learning and research. Writing – structuring to engage and control.	Talk Targets are used to allow students reflect upon their speaking skills and receive focused, appropriate feedback from their peers. Students are encouraged to reflect on the process of speaking in front of others, to assess their own performance.	Year 7 – Zoo Drama Year 9 – Othello/Non-Fiction KS4 – Speaking and Listening Assessment, English Language Paper 2



Year 8 Maths Overview

Intent – the Big Picture: Year 8 maths provides students with opportunities to deepen their mathematical reasoning skills while studying further more complex content. Students will study topics such as geometric reasoning, Multiplicative change and revisit topics such as fractions and algebra. More abstract concepts will be introduced allowing students to problem solve using different methods and representations. Learning will build on year 7 content while linking through to new content learnt this year.

Implementation: Students have 3 hours of maths each week. They are taught in mixed attainment groups using a Mastery of Mathematics approach. Units vary in length but are normally between 9 and 12 lessons.

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete a short exit ticket. This is their own work and is marked by their classroom teacher. They are given lesson time to reflect on this and understand which skills they have understood and which they still need to work on.

Impact: All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
12 – Geometric Reasoning	<p>Know angle rules for angles at a point, angles on a straight line and vertically opposite angles</p> <p>Know angle rules for triangle and quadrilaterals</p>	<p>Use angle rules to solve problems and find missing angles in triangles, quadrilaterals and parallel lines</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Revisit mental and formal methods of addition, subtraction, multiplication and division - unit 6 and 7</p>
13 – Developing Number sense	<p>Know when and how to use mental arithmetic strategies</p> <p>Apply these strategies to algebraic expressions</p>	<p>Use a known fact to derive other facts</p> <p>Evaluate an algebraic expression given a related fact</p> <p>Use estimation</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Links to Algebra learning in units 2 and 3</p> <p>Revisit factors and multiples from Unit 7 – extend by applying algebraically</p>
14 – Sets and Probability	<p>Understand set notation and Venn diagrams</p> <p>Understand the language of probability</p> <p>Calculate the probability of a single event</p> <p>Understand the meaning of a probability of 1</p>	<p>Draw and interpret Venn diagrams</p> <p>Use the language of probability</p> <p>Calculate single event probability</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Revisit FDP and extend by apply to probability</p>
15 – Prime Numbers and Proof	<p>Recognise prime, square and triangle numbers</p> <p>Express a number as a product of prime factors</p> <p>Understand powers and routes</p>	<p>Express numbers as products of prime factors</p> <p>Work out powers and roots up to 12×12</p> <p>Use and test conjectures</p> <p>Understand and use counter examples</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Revisit factors and multiples from Unit 7 – Link through to product of prime factors</p>
16 – Ratio and Scale	<p>Understand Ratio and its link to multiplication</p> <p>Use ratio notation</p> <p>Reduce ratio to simplest form</p> <p>Solve ratio Problems</p> <p>Calculate circumference of a circle</p>	<p>Simplify Ratio</p> <p>Change between ratio and fractions</p> <p>Understand and use the ratio between diameter and circumference</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Revisit area</p> <p>Revisit and extend Equations from Unit 2</p> <p>Links through to fractions Unit 8 and 10</p>
17 – Multiplicative Change	<p>Use scale factors</p> <p>Understand simple direct proportion</p> <p>Understand scale diagrams and maps</p>	<p>Solve simple direct proportion problems</p> <p>Use graphs to convert currencies</p> <p>Draw scale diagrams</p>	<p>Formative assessment used throughout lessons.</p> <p>Exit ticket at end of unit</p>	<p>Revisit and extend Equations from Unit 2</p> <p>Links through to fractions Unit 8 and 10</p>



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18 – Multiply and Divide Fractions	Know how to multiply and divide a fraction by an integer Know how to divide a fraction by a fraction Understand what a reciprocal is	Multiply and divide a fraction by an integer Multiply and divide a fraction by a fraction Use the reciprocal	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit Improper fractions and mixed numbers - Unit 5 Revisit multiplication and division - Unit 7
19 – Working in the Cartesian plan	Interpret straight line graphs Understand the equation of a straight line Make links between direct proportion and straight line graphs	Plot straight line graphs Use the equation of a straight line to solve problems Model situations by translating them into expressions	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to multiplicative change - Unit 17 Revisit directed number - Unit 9 Links to graphs in the wider curriculum
20 – Representing Data	Interpret scatter graphs Understand Correlation and lines of best fit Understand grouped, ungrouped, discrete and continuous data	Draw scatter graphs and interpret them Draw lines of best fit Design and use two way tables	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits - Venn diagrams - Unit 14 Links to data and using graphs in the wider curriculum
21 – Tables and Probability	Listing outcomes using sample spaces Find probabilities	Use sample space diagrams for one or two events Find probabilities using tables and Venn diagrams	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits - Venn diagrams - Unit 14
22 – Brackets, equations and inequalities	Expand and factorise into single brackets Form expressions, formulae and identities	Know the difference between equations, expressions, formulae and identities	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits algebra Unit 2 equations and equivalence Unit 3 Directed number Unit 9 Links to Geometric reasoning Unit 12
23 - Sequences	Understand sequences with more complex rules	Generate sequences with brackets and squared terms both in words and algebraically	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit directed number Unit 9 algebra Unit 2



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Unit	Knowledge	Skills	Assessment	Links
24 – Indices	<p><i>Form expressions using indices</i></p> <p><i>Understand the addition and subtraction rules</i></p>	<p><i>Form expressions using indices</i></p> <p><i>Use the addition and subtraction rules for indices</i></p>	<p><i>Formative assessment used throughout lessons.</i></p> <p><i>Exit ticket at end of unit</i></p>	<p><i>Revisits Algebra Unit 2 Order of operations Unit 7</i></p>
25 – Fractions and percentages	<p><i>Develop understanding of fractions, decimals and percentages</i></p> <p><i>Understand percentage increases and decreases</i></p> <p><i>Understand multipliers</i></p> <p><i>Express one number as a percentage of another</i></p>	<p><i>Evaluate percentage increases and decreases using multipliers</i></p> <p><i>Express one number as a percentage of another</i></p>	<p><i>Formative assessment used throughout lessons.</i></p> <p><i>Exit ticket at end of unit</i></p>	<p><i>Revisits FDP equivalence - Unit 5</i></p> <p><i>Formal methods of calculations of both integers and fractions – units 6, 7 and 10</i></p>

Year 8 Science Overview



Intent – the Big Picture: Year 8 Science provides students with a challenging, stimulating and exciting Science curriculum which introduces the fundamental ideas of Scientific skills and theory on which they can build their future learning. Practical scientific enquiry is at the heart of our Year 8 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge in year 9 and beyond as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent enquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
Nutrition and respiration	Nutrient groups and testing foods Energy in food Enzymes in the digestive system Circulatory system Aerobic and anaerobic respiration Respiratory system Musculoskeletal system Effect of exercise on the body	Plan, conduct, conclude and evaluate a investigation into the energy stored in food. Make observations and conclusions from investigations into the effect of temperature and pH on enzyme action. Observe or complete dissections of lungs and hearts	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth and their simple functions. Identify and name the parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. PE: circulatory system, respiration, impact of exercise on body
Electricity and magnetism	Series and parallel circuits Circuit symbols Measuring current, voltage and resistance Electrical appliances Magnetism Electromagnets Static electricity	Correctly set up an electrical circuit Fault find in an electrical circuit Draw accurate circuit diagrams using correct symbols Investigate how the number of coils of wire alters the strength of an electromagnet	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations of how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
Materials and Earth resources	Weathering Properties of rock types The rock cycle Metal ores Crude oil and its products Ceramics, polymers and composites LCAs and recycling The composition of the atmosphere The carbon cycle Combustion and impurities in fuels Human impact on the atmosphere – acid rain and greenhouse effect	Identify rock types based on observed properties Evaluate the Lifecycle of products and suggest improvements to reduce impact on the environment.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Resistant materials: properties of materials and how these relate to their function. Geography: the rock cycle and Earth structure



Year 8 Science Overview (continued)

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Plants and plant reproduction	<p>Photosynthetic reactions</p> <p>Plant structure (stem, roots, leaves)</p> <p>Rate of photosynthesis</p> <p>Uses of glucose by plants</p> <p>Maximising crops</p> <p>Plant adaptations to different environments</p> <p>Structure of the flower</p> <p>Pollination</p> <p>Seed dispersal</p>	<p>Plan and conduct an investigation into leaf size and the effect on the rate of photosynthesis.</p> <p>Conduct investigations into light levels and the rate of photosynthesis</p> <p>Evaluate the impact on the environment of farming methods</p> <p>Conduct investigation into factors affecting seed dispersal.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Identify and describe the functions of different part of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for light and growth (air, light, water, nutrients from the soils, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Geography: impact of farming on environment.</p>
Waves	<p>Properties of light</p> <p>Reflection and refraction of light</p> <p>Structure of the eye</p> <p>Dispersion of light and the spectrum of colour</p> <p>Filters</p> <p>Electromagnetic spectrum</p> <p>Types of waves</p> <p>How sounds are made</p> <p>How sound travels</p> <p>Structure of the ear</p> <p>Uses of sound, e.g. ultrasound</p>	<p>Identify relationships between the angle of incidence and the angles of reflection and refraction.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Atoms and the periodic table	<p>The development of the periodic table</p> <p>Trends in physical properties</p> <p>Trends in chemical properties</p> <p>Elements, compounds and formulae</p> <p>Conservation of mass</p> <p>Word and symbol equations</p> <p>Rates of reaction</p> <p>Thermal decomposition</p> <p>Common reactions of metals</p> <p>Testing for gases</p>	<p>Write word and symbol equations</p> <p>Conduct investigations to prove that mass is conserved in reactions</p> <p>Conduct tests to identify gases given off in reactions.</p> <p>Use the periodic table to identify group and period numbers of elements.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>

Year 8 - Physical Education Overview

Intent:

Year 8 students build upon the learning in year 7, and develop their motor competence, by learning key knowledge, mastering their core skills, and learning advanced skills and sport specific movements. Students will further develop a wider range, and improved quality, of core and advanced skills, and broaden their knowledge and understanding in both familiar sports, and new sporting contexts.

Students will also learn to develop a range of strategies and tactics, to overcome opponents in team sports (football, netball, table tennis, handball, volleyball, cricket, and rounders), and develop their technique and improve their performance in athletics and gymnastics.

Students will take part in outdoor adventurous activities (cross-country and orienteering), which present intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge, mastering core skills, and learning advanced skills across a range of contexts.

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

Students are formally assessed at the end of every term, where they receive teacher feedback, and complete a reflect and progress sheet.

Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of core skills, and advanced skills in a variety of sporting contexts, including competition.

Students will be able to articulate what they need to improve to improve their performance in PE.

Year 8 units	Knowledge	Skills	Assessment	Links
Football	Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule.	Dribbling and ball control (beating opponents), non-dominant foot passing, block tackle and intercepting, non-dominant foot shooting, marking and positioning (off the ball).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass.	Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), shooting, and the centre pass.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve.	Set shot (volley) through the angle, dig placement (angles), the overarm serve, 3 touch volleyball,.	Small sided, competitive games, contributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness or Dance	Fitness- How to exercise safely on a spin bike, how to administer interval training and what component of fitness it improves (speed), how to administer continuous training and fartlek training, and what they improve (endurance). Dance- How to count in beat, choreography, and different choreograph techniques, 5 elements of dance, and types of formations. Knowledge of choreograph techniques, specifically unison, canon, and random.	Fitness- Endurance (stamina), running for 20 minutes, sprinting technique, using a spin bike. Dance- 5 Performing the 5 elements of dance (jump, turn, travel, stillness and gesture), pathways and formations, and performing a group dance, motifs and stimulus, tension and extension in dance, choreographic techniques (unison, canon, and random).	Performance and knowledge in methods of training. Dance performance.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness Dance- Year 7 dance. Year 7 and 8 gymnastics.
Rugby	The laws of the game, specifically: the tackle height, rucking laws, offside line, forward pass, and knock on.	Basic tackle from the front and side, passing and receiving, beating defenders (side step, change of pace and direction (feint, dummy, and swerving, ball presentation and rucking.	Small sided, competitive games, contributing to the termly formal assessment.	KS2 touch rugby. All invasion games. Rugby year 9.
Gymnastics	Aesthetic, tension, control meaning; different types of rolls, counter-balance, and assembling a routine.	Paired balances, with flow, counterbalances in paired routines. Weight and non-weight bearing counterbalances, types of rolls, cartwheel and or handstand, producing an aesthetic routines	Weight and non-weight bearing counterbalance performance at the end of the unit.	Year 7 and 8 dance. Year 7 gymnastics.
Table Tennis	Rules of how to serve (alternating serve, behind the table, bounce both sides, height of toss, open palm etc.), rules of the game (no hand on table, no volley), when to be offensive and defensive.	Forehand and back hand serving, push shot with backspin (chop), offensive hit- forehand and backhand topspin shot (drive), slice and chop shot.	Game play via a ladder competition.	Year 9, 10 and 11 table tennis. Year 8, 9, 10, and 11 badminton.
Handball	Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side.	Catching and passing on the move, dribbling with dominant and non-dominant hand, shooting (the jump shot), offensive and defensive positioning (player to player, and zonal marking).	Small sided, competitive games, contributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Rules of the game, singles lines, serving order, where to aim (principles of a net game).	Long and short serve, forehand overhead clear, forehand lift shot, and forehand drop shot	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics	The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	KS2 throwing. Year 8, Year 9, Year 10 athletics. All year's cross-country.
Striking and fielding.	Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.



Intent – the Big Picture:

Implementation:

In year 8 students have one hour per week, each half term a new unit of work is introduced but transitions, as far as possible, to the previous topic. Each builds on prior knowledge and there is an expectation that students demonstrate their learnt skills and understanding in their practical tasks. Homework is one project style task per half term and is in place to stretch skills and knowledge. The curriculum in Year 8 is structured to look at how artists and designers communicate space, depth and composition. We look at different forms of landscape art and how the formal elements are used by architects, designers and fine artists. Drawing and observational skills are challenged through the study of portraits and how different artist demonstrate identity through self portraits.

Impact: All students will be introduced to techniques and approaches of how different artists and designers communicate space and depth in their work. They will be able to explain how they have used the Formal Elements to show space and depth in their own work. While developing literacy skills they will confidently express opinions about art work and be able to describe what they see using a bank of key words and phrases. They will have developed basic skills to equip them in drawing portraits and the proportions of the face.

Students will be introduced to several new artists, some quite challenging, and develop strategies to help them understand the work of an artist, both stylistically and conceptually. Collaborative discussion is fundamental to this. They will have improved their technical accuracy in drawing and observation skills and developed confidence in working more independently with a range of media and processes.

Year 8 Art Overview

Year 8 Art builds on knowledge of the formal elements by introducing more advanced skills such as perspective drawing and digital art.

It provides students with the opportunity to embed their knowledge learnt in Year 7 and increase their confidence with applying what they have learnt.

Collaborative work is important in our Year 8 curriculum but still allows students to be challenged while voicing their ideas and supporting others in their learning. There is an emphasis on independent research and the study of artists and designers where students are stretched and challenged to develop their contextual knowledge alongside their technical skill.

Unit	Knowledge	Skills	Assessment	Links
<i>SPACE AND DEPTH IN ART AND DESIGN</i>	<i>Six techniques used to create space and depth on a flat surface Using colour and tonal values to create space and depth in landscape 1 & 2 point perspective MEMPHIS ART & architecture</i>	1.Colour, Composition, painting simple landscape for depth 2. Context Artist study (Modernist Architecture) Shape and Composition 3.Form, Shape , Composition - drawing 1PP and 2PP 4.Form – adding monochrome and colour tonal values	<i>Ongoing formative assessment , setting own targets, some carousel activity based peer assessment Demonstrating</i>	<i>Builds on prior learning and introduces more technical artistic practices Layering work prepares for the next project which builds on this concept</i>
<i>David Hockney Landscapes</i>	<i>David Hockney – style and technique Creating texture and depth using layers</i>	1.Colour, Composition, painting texture with layers landscape for depth 2. Context Artist study (Hockney) 3. Shape and Form 3.Form, Shape	<i>Ongoing formative assessment , setting own targets, Using success criteria to self assess</i>	<i>Consolidates prior learning, Builds on understanding of perspective Introduces new technical skill of digital art in prep for year 9 options selection</i>
<i>David Hockney Landscapes - Photoshop</i>	<i>Photoshop tools and techniques Understanding how colour and scale is used to show space and depth</i>	1.Context, Present –work on David Hockney, shapes and layers. 2. Composition, Shape, - Analyse depth in his landscapes, shapes and layers. 3.Composition, Shape, Colour- texture photography 4.Composition, Shape – Design Photoshop collage	<i>Ongoing formative assessment, setting own targets, Using success criteria to self assess and reflect End of unit teacher assessment</i>	<i>Build on simple Photoshop skills from Yr 7, and develop further skills to use in Yr 9. GCSE Graphics</i>
<i>Portraits and assessment</i>	<i>About different artists How portraits convey identity How to draw a portrait with correct proportion</i>	1. Context – looking at portrait artists 2. Form and shape – studying portrait proportion 3. Composition – looking at different portraits 4. Evaluate - review and refine 5. Present – project on portraits	<i>Ongoing formative assessment End of unit assessment activity</i>	<i>Portrait drawing is fundamental to developing observational skills for future learning in Art. Supports understanding for next project: Graphic Novel based on portrait artists</i>
<i>Graphic Novel</i>	<i>Graphic Novels and how they are made The life of an artist, style, technique and concept Drawing a caricature. Extracting, sequencing and presenting relevant information</i>	1. Context, Present, Composition – research character, setting, quote and ideas 2. Composition, Shape, Evaluate – rough sketches, layouts 3. Evaluate, Composition, Shape – review best design, 4. Composition, Shape, Colour – work on characters 5. Composition, Shape, Colour – work on finishing 6. Working as part of a team	<i>Ongoing formative assessment End of unit group presentation to the class</i>	<i>Careers in art and design Art in context Artist study for GCSE assessment objective Collaborative working in future topics</i>



Year 8 Business Overview

Intent – the Big Picture: Year 8 Business introduces students to what Business is along with why people start businesses and what an entrepreneur is. They then learn about brands and own brands, product life cycle, Boston matrix, job and flow production, just-in-time and motivation. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. Each topic starts with students individually reading an extract from a non-fiction business book (autobiography or business reference books) not only to set the scene for the forthcoming content for that term, but also to instil the idea that choosing which books to read is wider than fiction and can be enjoyable.

Implementation:

Students have 1 hour per week of Business. Each term a new unit of work is introduced which includes a link to both reading opportunities and careers within that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to structure chains of argument.

Topic	Knowledge	Skills	Assessment	Links
Topic One Why are some brands so powerful?	<p>Our intention is to provide students with the knowledge required to understand what ‘Business’ is in a fun and engaging way. Students should:</p> <ul style="list-style-type: none"> understand the reasons for starting a business and the differences between goods and services understand the product life cycle and demonstrate how demand for a product or service might change over time understand the extension strategies that would be suitable to stop brands from going into decline 	<p>AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test</p> <p>AO2C: Ability to apply knowledge to a business situation (context) – tested in a 4 mark question</p> <p>AO2Q: Ability to calculate % and % change – tested in end of topic test</p>	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 End of topic test at the end of the final lesson, Lesson 5 	GCSE 1.1, 5.4
Topic Two How’s it made?	<p>Our intention is to provide students with the knowledge required to apply different methods of production through a visit to Cadbury World. Students should:</p> <ul style="list-style-type: none"> demonstrate an understanding of job and flow production methods and JIT production understand the advantages and disadvantages of job and flow production and JIT production understand the ‘The Explain Train’ so that they can begin to learn how to write a developed explanation 	<p>AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test</p> <p>AO2C: Ability to apply knowledge to a business situation (context) – tested in Year 8 assessment</p> <p>AO2Q: Ability to calculate % and % change – tested in end of topic test</p>	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 4 mark question End of topic test at the end of the final lesson, Lesson 5 Year 8 assessment 	GCSE 3.1, 3.2
Topic Three How are people motivated to work?	<p>Our intention is to provide students with the knowledge required to apply the topic of motivation to Innocent. Students should:</p> <ul style="list-style-type: none"> understand the benefits of a motivated workforce understand the use of financial and non-financial methods of motivation revisit the ‘The Explain Train’ to practice how to write a developed explanation be able to apply motivation to Innocent 	<p>AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test</p> <p>AO2C: Ability to apply knowledge to a business situation (context) – tested in a 4 mark question</p> <p>AO2Q: Ability to calculate % and % change – tested in end of topic test</p>	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 4 mark question End of topic test at the end of the final lesson, Lesson 5 	GCSE 1.1, 4.3



Year 8 Design & Technology Overview

Year 8 D&T is about CREATIVITY, pupils are encouraged to use their imagination to create and manufacture interesting products. They will continue to develop technical and practical skills, understanding the characteristics of materials and the world of designing and manufacturing. The curriculum is sequenced by mapping backwards from the desired GCSE perquisites, Year 8 focus on exploring a variety of design strategies, developing their own design skills and starting to consider the environmental and social impacts of product development, recognising the bigger picture of a products life cycle. We aim to build resilience pupils with positive, problem-solving approaches who can analyse, evaluate and test their design ideas through to developing successful working prototypes.

Implementation:

D&T is delivered for one hour per week throughout the academic year, pupils have the same consistent teacher and access to a design classroom, workshop and CAD/CAM area. The curriculum is taught through units of work: projects, that generally combine the theoretical knowledge and skills building over a 10 week period.

A typical lesson consists of a recap of prior learning including a Q&A session with pupils using their personal note taking. Followed by learning objectives and demo/modelling of expectations. Staff circulate the work space, checking understanding and progress, answering student questions, giving verbal feedback and correcting techniques and misconceptions. Further demonstrations on next stage or recap on H&S regarding tools & equipment, finishing with final notes and a focus on next lesson.

Impact:

Pupils will understand the different materials areas and have acquired skills of working in these materials with the correct tool, equipment and processes. They will recognise subject terminology and be able to explain its use or application.

Pupils will have the ability to design and develop a creative idea, demonstrating a variety of design strategies including sketching, technical drawing, modelling and CAD. Pupils will have practical skills that allow them to produce functioning, aesthetically pleasing, prototypes of a good quality, starting to independently problem solve and building the resilience to cope with challenges.

Pupils will have a knowledge of how products are produced in industry and an understanding of the impact of manufacturing on the environment.

Unit	Knowledge	Skills	Assessment	Links
<i>Re-Introduction to D&T (one lessons)</i>	Health & Safety rules Curriculum intent and key words Note taking skills	Analysing rules Presenting information	Verbal feedback	To year 7 learning
<i>Pewter Cast Jewellery (DMT: design and make task) (thirteen lessons)</i>	Manufactured board: MDF Metal: non-ferrous, Pewter, casting & polishing Industrial Practices: Study of Iron Bridge Tools: coping saw, junior hacksaw, needle files, glasspaper, emery paper, wire wool, centre punch & scriber Machines: Pewter casting forge, pillar drill Health & Safety: workshop tools & machinery	Design: taking inspiration from nature, considering shape & texture, creative design strategies, developing & modelling. Making: marking out, cutting, shaping, casting, finishing	Homework: <i>Research</i> task on Iron Bridge and hot forming On-going verbal feedback Summative assessment of design aspects and practical piece Written feedback Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Year 7 Coat hook & decorative soaps. Reviewing knowledge of materials and tools. Applying skills in different ways, increasing accuracy and prototype quality.
<i>Utensils rack and other products (DMT: design and make task) (thirteen lessons)</i>	Design: working to a brief & solving client problems in a creative way Making in Timber & Manufactured boards: Construction techniques, creating slots in wood, counter sinking screws & dowel/glue. Tools: Chisel, mallet, bench hook, tenon saw, try square, engineers rule, marking gauge, vice, file, hammer, pillar drill, belt sander, glasspaper, counter sink Health & Safety: workshop tools, hand drills & machinery	Design: Technical drawing and planning a product Making: marking out, cutting, shaping, assembly, finishing	Homework: <i>Research</i> task on materials and the product they make. On-going verbal feedback Summative assessment of design aspects and practical piece Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Year 7 knowledge of materials and tools. Working for a client/end user.
<i>Smart Materials (one lesson)</i>	Smart Materials: range of smart materials with a focus on Thermochromic ink			Year 7 CAD/CAM and vacuum forming
<i>Biomimicry (one lesson)</i>	Biomimicry: Understanding how biomimicry is used to influence design development of products, PP with explanation and examples	Research: see homework task Presentation: homework outcome	Homework: <i>Research</i> poster on Biomimicry products, their inspiration. Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Creative designing Design influences
<i>Product Life Cycle (DMT: design and make task) (eight lessons)</i>	Product Life Cycle: sustainability, 6 R's, biomimicry, tetra packs Design: upcycling, quick design technique	Design: Quirky bird feeders, presentation drawings Making: producing a desirable product from rubbish	Summative assessment of design aspects and practical piece Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Year 7 Polymers, understanding the sources of the materials we use and their impact on the planet.



Year 8 French Overview

•Intent – the Big Picture: Year 8 French provides students with the opportunity to embed their knowledge learnt in Year 7 and increase their confidence with applying the knowledge they have learnt. Selected students will now start to learn Spanish alongside French, noting the similarities and differences between Spanish and French. All students will increase their vocabulary over the course of the year, enabling them to understand more information in French when reading and listening. Students will also learn to exploit grammatical structures alongside their vocabulary, with a particular focus on mastering use of the present, past and future tenses to communicate with confidence both orally and in writing. They will continue to improve their pronunciation, applying phonetical knowledge to their speech. They will grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Francophone countries.

Implementation:

Selected students have a one hour lesson per week, as they will start to study 2 hours of Spanish. Other students have 3 hours a week of French, with the third hour focussed on retrieval of previous learning and culture. Knowledge and skills from yr 7 are regularly re-visited, with a focus on mastering the 3 main tenses and key phrases (see back of books). A variety of teaching activities in groups set by ability will increase understanding and use of vocabulary and grammar and foster skills in listening, speaking, reading and writing. Students will work both independently and collaboratively, completing work in their A5 books and storing vocabulary in mini red books. Homework will be focused on vocabulary learning (30 min most weeks).

Impact:

All students will have developed a greater variety of vocabulary and grammatical knowledge alongside listening, speaking and reading and writing skills.

Students will be more confident with applying the phonetic rules of French pronunciation.

Students will be able to articulate their progress with confidence, using the Knowledge Organisers for each unit and their red vocabulary books to identify key vocabulary, grammar and personal progress made. They will succeed in each of the 4 GCSE papers.

They will be able to discuss cultural similarities and differences between Shrewsbury and Francophone countries and will be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
<i>Trips- where did you go? What did you do?</i>	Vocabulary: opinions with c'était, countries, transport, places in town Grammar: perfect tense	Listening Speaking: phonics, describing photos Reading Writing	Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions/ Year 8 exam Writing: Year 8 exam	Places in town- Yr 7 HT6, Yr 9 HT4, Yr 10 Term 2 Past tense- Yr 8HT3, yr 9 HT1
<i>Festivals and Celebrations</i>	Vocabulary: festivals, sequencers, numbers, food and drink, opinions, time expressions Grammar: present tense verbs, near future tense	Listening Speaking: phonics, describing photos Reading Writing	Regular vocabulary tests Listening: End of Module practice questions/ Year 8 exam Speaking: register speaking tasks Reading: End of Module practice questions Writing: pg 39 ex 6, pg 41 ex 7	Festivals- Yr 10 HT3 Present tense verbs- Yr 7 HT3,4,5,6 Near future- yr 7 HT6, yr 9 HT1, GCSE Numbers- yr 7 HT1 Food- yr 7 HT5, yr 9 HT 5/6
<i>Leisure</i>	Vocabulary: types of TV shows, opinions, sequencers, time expressions, questions Grammar: past, present, future tenses, negatives	Listening Speaking: phonics, describing photos Reading Writing	Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: pg 55 ex 5, pg 63 ex 7	TV shows Yr 10 HT2 Present tense verbs- Yr 7 HT3,4,5,6, yr 8 HT1 Near future- yr 7 HT6, yr 8 HT2, yr 9 HT1, GCSE Perfect tense- yr 8 HT1, yr 9 HT1
<i>Daily Life/ Where I live</i>	Vocabulary: where I live, telling the time Grammar: possessive adjectives, adjectival position, making adjectives agree, the verbs avoir, etre and aller	Listening Speaking: phonics and describing photos Reading Writing	Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: pg 87 ex 7	Telling the time- Yr 7 HT3 Town topic- Yr 10 Term 3 Pouvoir- Yr 10 HT3 Devoir- Yr 10 HT3
<i>Keeping fit and healthy</i>	Vocabulary: sports, frequency expressions, directions, body parts Grammar: on peut, adjectives, comparatives, il faut	Listening Speaking: phonics, describing photos Reading Writing	Regular vocabulary tests	Sports- Yr 7 HT4, Yr 10 HT2 Frequency Expressions Body parts- Yr 7 HT2 Directions- Yr 9 HT6 On peut- Yr 8 HT4, Yr 10 HT3 Adjectives- Yr 10 HT1 Il faut- yr 11 HT1



Year 8 Geography Overview

Intent – the Big Picture:

Providing an opportunity to study some of the continents and specific locations in greater detail, students will consolidate and build upon their knowledge and skills gained in Year 7. They will study the human and physical features of each region or continent, along with a range of topical issues such as war and drought. Students will begin to recognise that issues and challenges can be classified as social, economic, political and environmental, and discuss their opinions about effects of these issues upon people and the environment. We start to develop extended writing skills throughout Year 8, with students attempting a series of decision making activities. We end the year with a unit exploring weather and climate within the UK and beyond, allowing students to experience local fieldwork around the school site.

Implementation:

Students have 1 hour per week of Geography in KS3. There are three units of work across the year, building on knowledge gained in year 7. Students have already studied the continents, and the units in year 8 are an opportunity to explore a number of the continents more closely.

Classes are mixed ability and within each class students will experience a variety of teaching strategies and adaptive teaching, to enable all students to access the curriculum and make progress.

Impact:

Evidence that students can consider and understand that world issues can be social, economic, environmental and political.

More in depth decision making and writing allows students to begin to express their opinions on topical issues in the Middle East, Africa and South America, such as war, drought, lack of resources, and countries that are trying to develop further.

Unit	Knowledge	Skills	Assessment	Links
The Middle East	An overview of the physical and human features of the Middle East, including location, countries and capitals, major physical features. People of the Middle East; considering key religions and cultural groups. Conflict in the Middle East covers the history of the conflict between Israel and Palestine, and the social, economic, environmental impacts of this. Students will attempt a challenging decision making exercise regarding migrants to the UAE, specifically Dubai.	<ul style="list-style-type: none"> Plotting locations and labelling of features on maps of different scales Describing locations Range of map and numeracy skills Photo interpretation Decision making Explanation of key ideas with evidence 	<ul style="list-style-type: none"> Regular consolidation tasks and exam question practice. Formative assessment through retrieval practice "Geog your Memory" Mini whiteboards etc Summative assessment (end of unit test). 	<p>Link to Changing Economic World in GCSE Paper 2.</p> <p>Links to conflict based units in RP and History, and religions in RP.</p> <p>Map skills are repeated throughout the majority of units in KS3 and 4, linking to both physical and human topics.</p>
Exploring Africa	An overview of the physical and human features of Africa, including location, selected countries and capitals, major physical features. In depth knowledge of selected locations within Africa (topical so can change), to include historical data about flooding in Egypt, along with impacts of tourism in Kenya, and the political issues caused by certain former leaders.	<ul style="list-style-type: none"> Plotting locations and labelling of features on maps of different scales Describing locations Range of map and numeracy skills Photo interpretation Decision making Explanation of key ideas with evidence 	<ul style="list-style-type: none"> Regular consolidation tasks and exam question practice. Formative assessment through retrieval practice "Geog your Memory" Mini whiteboards etc Summative assessment (end of unit test). 	<p>Link to Changing Economic World in GCSE Paper 2.</p> <p>Map skills are repeated throughout the majority of units in KS3 and 4, linking to both physical and human topics.</p>
Exploring South America	An overview of the physical and human features of South America, including location, selected countries and capitals, major physical features. In depth knowledge of selected locations within South America, to include a decision making exercise regarding migration, push/pull factors in Brazil, glaciation in Argentina, impacts of tourism in Peru plus the challenges of living in cities which may be unsafe. In depth knowledge of the Amazon rainforest as an ecosystem, along with associated human issues.	<ul style="list-style-type: none"> Plotting locations and labelling of features on maps of different scales Describing locations Range of map and numeracy skills Photo interpretation Decision making Explanation of key ideas with evidence 	<ul style="list-style-type: none"> Regular consolidation tasks and exam question practice. Formative assessment through retrieval practice "Geog your Memory" Mini whiteboards etc Summative assessment (end of unit test). 	<p>Link to Changing Economic World in GCSE Paper 2.</p> <p>Map skills are repeated throughout the majority of units in KS3 and 4, linking to both physical and human topics.</p>
Weather and Climate	An overview of the differences between weather and climate, along with major weather conditions and air masses we experience in the UK. In depth knowledge of the factors that affect our weather, plus explanation of the instruments and measurements used to analyse the weather. An introduction to the types of rainfall, followed by a piece of fieldwork around the school site to measure and analyse different microclimates.	<ul style="list-style-type: none"> Fieldwork skills (using weather based equipment). Use of various synoptic charts. Range of map and numeracy skills. 	<ul style="list-style-type: none"> Regular consolidation tasks and exam question practice. Formative assessment through retrieval practice "Geog your Memory" Mini whiteboards etc Summative assessment (end of unit test). 	<p>Links into extreme weather unit of GCSE Natural Hazards.</p> <p>Fieldwork element of GCSE Paper 3.</p>



Year 8 History Overview

Intent – the Big Picture: Year 8 History is based around the theme of **revolution**. Pupils begin their study of Year 8 History by exploring the causes behind the revolution of ideas which transformed understanding and attitudes during the **Renaissance**. The changing power of the monarch in relation to parliament during the **Stuart period** is the focus of the second enquiry. Pupils debate and justify how revolutionary this exchange of power was within the context of the 17th century. Next, pupils are asked to consider **What were the causes and consequences of the French Revolution and the reign of Napoleon?** recognising that different social classes and nations were affected in different ways by events in France. The significance of powerful individuals is explored further in the next topic which looks at **What the life of Mansa Musa can reveal about Medieval Mali?** which also allows a comparison of European and African societies. The interrogation of evidence is the focus of the next enquiry, **What can and can't a map tell us about the British Empire?** Pupils have an opportunity to learn about empire from the perspective of the conquered as well as the conquerors. The study of the **Slave Trade** allows pupils to focus on an enquiry as they use evidence to reveal the rise and fall of the trade in enslaved Africans.

Implementation:

Students have one 60-minutes lesson per week. Each half term a new unit of work is introduced, which is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be a mixture of preparation and consolidation tasks and assessed work.

Impact:

By the end of year 8, students will have an understanding of who the British were in 1600 and who had migrated to and from the country. They will develop source utility skills and by the end of the year will be able to explain what makes them useful to a historian for an enquiry on a topic. Students will also be able to describe and start to explain causes and consequences in History as well as explaining the significant and chronology of events. Students will develop their understanding of historical interpretations, will be able to identify their main differences and will begin to explain why they are different.

Unit	Knowledge	Skills	Assessment	Links
<i>Stuart England</i>	<i>James I The Gunpowder Plot Why did Charles and Parliament fall out? What triggered the English Civil War? Shropshire in the ECW The Siege of Shrewsbury</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>Were the Plotters set up?</i>	James VI and I (nms.ac.uk)
<i>The English Civil War</i>	<i>Why was the Battle of Marston Moor significant? What should be done with King Charles? The World turned upside down Life in Cromwell's England Why 'Lord Protector' and not 'King Oliver'?</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>Oliver Cromwell: hero or villain? Source based</i>	The English Civil Wars - KS3 History - BBC Bitesize Who was Oliver Cromwell? - The English Civil Wars - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
<i>The Restoration</i>	<i>How was the monarchy restored? Was Charles II a 'Merry Monarch'? How successfully did the Stuarts deal with the Great Plague, 1665? Was 1689 a 'Glorious Revolution'? Why was there a Jacobite Rebellion?</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>What was the significance and impact of the Great Fire of London?</i>	<i>The Time Traveller's Guide to Restoration Britain</i> by Ian Mortimer
<i>The French Revolution</i>	<i>What was life like before the Revolution? Did the Revolution make France a fairer place? Coup d'état! Was Napoleon the first European? Should Europe be scared of Napoleon?</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>How has Napoleon been viewed through history? Compare/contrast/interpretations</i>	https://kids.britannica.com/students/article/French-Revolution/274436 https://www.worldhistory.org/readers-and-rulers-napoleon-bonaparte/
<i>Medieval Africa</i>	<i>Where was the Mali Empire? Why was the Mali Empire so rich? Who was Mansa Musa? What was life like in the Mali Empire? Why did Mansa Musa go to Mecca?</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>Year 8 exams</i>	<i>Golden Trade of the Moors: West African Kingdoms in the Fourteenth Century</i> by E.W. Bovill Precolonial Africa - KS3 History - BBC Bitesize
<i>Slavery and the British Empire</i>	<i>What was life like on slave ships? What was the 'Scramble for Africa'? How did the Slave Trade work? Why was Cecil Rhodes a key figure in the colonisation of Africa? How do the colonisations of India and the Gold Coast compare? Why do historians have different opinions of the British Empire?</i>	<i>AO1 Knowledge and Understanding AO2 Concepts AO3 Sources AO4 Interpretations</i>	<i>Empire project</i>	Slavery in Britain Facts for Kids (kiddle.co)



Year 8 Computer Science Overview

Intent – the Big Picture: Year 8 Computer Science builds on the initial introduction to the basic principles of computer science studied in Year 7. This will include a more in-depth look at applying computational thinking, using abstraction, decomposition and applying logic to solve problems. Students will also develop their coding skills, firstly by making use of code-block programming before progressing to text-based coding with a high-level language. Students will also be introduced to other wider issues associated with the use of technology such as computer crime. There is also the opportunity to explore new software applications and broaden their knowledge and skills when developing digital products for a specific audience and purpose.

Implementation:

Computer Science is delivered for one hour per week throughout the academic year. Students will have the use of a computer each in a dedicated ICT room. The students will be able to access the latest software applications on the computers and they will be able to make use of digital platforms such as Office 365 to access work in school and at home.

A typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources for the lesson made available on Office 365. Staff demonstration, class/paired discussion, open/directed questioning are part of the lesson structure. Students will be expected to ensure that files are saved appropriately and that progression/verbal feedback is logged in their progress booklets.

Impact:

Students will become more confident and independent users of technology in the classroom, making greater use of more efficient methods of working. As well as becoming more familiar with using online digital platforms, they will be able to use a wider range of software applications including some specialist software and will combine resources and/or applications when producing work.

Students will be able to identify subject terminology and be able to explain its use or application.

Unit	Knowledge	Skills	Assessment	Links
<i>Computational Thinking</i> <i>(including completion of BEBRAS UK Challenge)</i>	<ol style="list-style-type: none"> 1. What is logical thinking? 2. Identifying the different logic gates & associated truth tables. 3. Applying algorithmic thinking to a problem. 4. Applying abstraction to focus on important elements required for a solution. 5. Applying decomposition to break the problem down into smaller steps. 	<i>Problem-solving. Applying algorithmic thinking to produce an effective solution including the use of abstraction & decomposition. Creation of models. Reviewing potential solutions.</i>	<p>Two homework's.</p> <p>End of unit multiple-choice assessment.</p> <p>Verbal feedback in lesson.</p> <p>Self assessment in progress booklets.</p>	<p>Builds on some content in Year 7 (Scratch/Flowol). Links to further units in Year 8 and Year 9 where problem-solving, logical thinking is required(Python).</p> <p>Links to GCSE Component 02 (Writing Algorithms & Programming).</p>
<i>Databases</i>	<ol style="list-style-type: none"> 1. Introduction to Databases 2. Database Tables 3. Querying a database 4. Inputting data via forms 5..Running reports & using menus 	<i>Practical skills in the use of a relational database management system to input data, perform searches and generate output from the database.</i>	<p>Two homework's.</p> <p>End of unit assessment.</p> <p>Verbal feedback in lesson including peer assessment.</p> <p>Self assessment in progress booklets.</p>	<p>Will be a new topic at KS3 as no prior learning but links to GCSE Component 01 Computer Systems regarding hardware & software. Also links to A-Level Computer Science content.</p>
<i>Website Development – HTML & CSS</i>	<ol style="list-style-type: none"> 1. What is the WWW? How websites are structured & adding the content within them. 2. How webpages are formatted. 3. What makes good web design? 4. Setting up a website using specialist software. 5. Adding content & linking webpages in a site. 6. Web forms and how to create them. 	<i>Basic HTML practical skills. Basic CSS practical skills. Reviewing existing websites. Planning a website. Creation of pre-production docs. Practical skills in using specialist web development software. Testing & reviewing a website.</i>	<p>Two homework's.</p> <p>End of unit assessment portfolio</p> <p>Verbal feedback in lesson including peer assessment.</p> <p>Self assessment in progress booklets.</p>	<p>Some content links to GCSE Component 01(Computer Systems), the Internet/WWW.</p> <p>Web forms and data types in particular are relevant to GCSE Component 02.</p>
<i>Computer Crime</i>	<ol style="list-style-type: none"> 1. Recognising scams & how to deal with them 2. Hacking & how to prevent unauthorised access. 3. Identifying personal data & know how to protect it. 4. Copyright law & other legal implications when using own/others content. 5. Heath & safety issues associated with the use of computers. 	<p><i>Analysing & identifying potential risks and measures.</i></p> <p><i>Researching.</i></p> <p><i>Drawing conclusions.</i></p>	<p>Two homework's.</p> <p>End of unit multiple-choice assessment.</p> <p>Verbal feedback in lesson.</p> <p>Self assessment in progress booklets.</p>	<p>Links to the GCSE Component 01 (Computer Systems) where legislation and health & safety risks/measures are covered.</p> <p>Hacking element linked to Year 9 Networks unit where Network security and encryption is covered.</p> <p>Builds on Year 7 Using Computers Safely content on protecting data.</p>
<i>An Introduction to Python Programming</i>	<ol style="list-style-type: none"> 1. Basic programming principles 2. Use of data types in Python 3. Applying selection statements in a program. 4. Writing algorithms in pseudocode to plan a solution in Python. 5. Use of conditional loops in a program. 	<i>Computational thinking & applying sequence, selection and iteration. Practical programming skills in python. Analysing & reflection.</i>	<p>Two homework's.</p> <p>End of unit assessment portfolio.</p> <p>Verbal feedback in lesson.</p>	<p>Progression from code-block programming in Year 7 (Scratch) and Year 8 (Micro:bit). Is an introduction to text-based coding that links to further text-based coding in Year 9(Further Python) & the GCSE course (Component 02)</p>



Year 8 Music Overview

Intent – the Big Picture: Music at year 8 should build on the knowledge of the musical elements they learnt in year 7 and explore these elements in a wide range of contexts. Students should see their performance and composition skills developing, and should start to be able self evaluate these skills in order to improve independently. As students become more secure, they should be a larger focus on AO3 and AO4, alongside the practical performance and compositional objectives of AO1 and AO2

Implementation:

Students have a one hour lesson of music per week. Each half term students change topic. The first topic they study focusses heavily on developing their knowledge of the musical elements. Each following topic further broadens this knowledge through a different context, changing genre and instrument. There is also a different skills focus each half term, and this rotates between solo and ensemble performance or composition.

Impact:

Throughout KS3, all students will

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Unit	Knowledge	Skills	Assessment	Links
<i>The Blues</i>	<i>Musical elements focus: melody, harmony, tonality, form & structure, sonority, tempo, rhythm</i> <i>History of the Blues & Jazz</i> <i>12 Bar Blues chord progression</i> <i>Blues notes</i> <i>Improvisation</i> <i>Syncopation / swung rhythms</i> <i>Staff notation / TAB / chord diagrams</i>	<i>Ensemble performance skills</i> <i>Improvisation skills</i> <i>Appraising tasks: identifying key features of jazz & the blues</i> <i>Reading staff notation, TAB and chord diagrams</i>	<i>Peer assessment</i> <i>Final blues ensemble performance</i> <i>Assessment against a simplified version of the EDUQAS ensemble performance criteria</i>	<i>Jazz & The Blues: GCSE AoS2</i> <i>Ensemble performance: GCSE AO1</i> <i>Appraising Jazz & Blues music: GCSE AO3 & AO4</i> <i>History (cross curricular)</i>
<i>Film Music 2</i>	<i>Musical elements focus: melody, harmony, tonality, dynamics, sonority, texture, tempo, rhythm, metre</i> <i>How the musical elements can create a mood to match a film scene</i> <i>Using GarageBand / Ableton</i>	<i>Composing to a brief (film clip)</i> <i>Music technology</i> <i>(composing with video using GarageBand / Ableton)</i>	<i>Peer assessment</i> <i>Final film music composition to short film "Piper" – how well has the music matched the mood of the scene?</i>	<i>Film Music: GCSE AoS3</i> <i>Composing: GCSE AO2 & AO3</i> <i>Appraising film music: GCSE AO3 & AO4</i>
<i>Band Skills 1</i>	<i>Musical elements focus: melody, harmony, form & structure, texture, tempo, rhythm, metre, dynamics</i> <i>The different roles within a pop / rock band</i> <i>How to rehearse effectively in an ensemble</i> <i>Setting up equipment</i>	<i>Ensemble performance skills</i> <i>Reading from a lead sheet</i>	<i>Peer assessment</i> <i>Final band performance</i> <i>Assessment against a simplified version of the EDUQAS ensemble performance criteria</i>	<i>Popular Music: GCSE AoS4</i> <i>Ensemble performance: GCSE AoS2 & AO1</i>
<i>Rap & Hip Hop</i>	<i>Musical elements focus: melody, harmony, tonality, sonority, texture, tempo, rhythm</i> <i>Different styles of hip hop, such as boom bap</i> <i>Musicians such as Coolio, Dr Dre, Snoop Dogg</i> <i>Using GarageBand / Ableton</i> <i>How to write rap lyrics</i>	<i>Composition skills</i> <i>Music technology including recording vocals</i> <i>Lyric writing</i>	<i>Peer assessment</i> <i>Final rap composition</i> <i>Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Popular Music: GCSE AoS4</i> <i>Composition: GCSE AO2 & AO3</i>
<i>Variations</i>	<i>Musical elements focus: melody, harmony, tonality form & structure, dynamics, sonority, texture, tempo, rhythm, metre</i> <i>Theme & Variation form</i> <i>Musical devices eg. Canon, ostinato, drone etc.</i> <i>Staff notation</i> <i>Using NoteFlight</i>	<i>Composition skills: composing in theme & variation form using a range of musical devices</i> <i>Notating ideas using NoteFlight</i> <i>Appraising – identifying musical devices</i>	<i>Peer assessment</i> <i>Final theme & variation compositions</i> <i>Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Musical Forms & Devices: GCSE AoS1</i> <i>Composing: GCSE AO2 & AO3</i> <i>Identifying musical devices: AO3 & AO4</i>
<i>Guitar-o-rama</i>	<i>Musical elements focus: Melody, harmony, form & structure, tempo, rhythm</i> <i>How to effectively perform as part as an ensemble.</i> <i>Reading chord diagrams & TAB notation</i>	<i>Performing within a guitar ensemble</i> <i>Selecting appropriate repertoire</i>	<i>Peer assessment</i> <i>Final performance of guitar ensemble</i> <i>Assessment against a simplified version of the EDUQAS ensemble performance criteria</i>	<i>Popular Music: GCSE AoS4</i> <i>Ensemble performance: GCSE AoS2 & AO1</i> <i>Chord diagrams & TAB notation: GCSE AO3</i>



Year 8 RP Overview

Intent – the Big Picture: KS3 RP follows the guidance outlined in the Shropshire Agreed Syllabus (SAS). There is a focus this year on ‘Understanding the impact’. Students will be equipped with the knowledge needed to examine how people put their beliefs into action. Through a variety of topics based around practices (rituals/festivals) students will be able to examine and explain how and why people express their beliefs in diverse ways, recognise and account for ways in which people put their beliefs into action in their everyday lives, within their communities and in the wider world.

Implementation:

Students have 1 hour per week of RP. There are four units of work across the year, building on the knowledge of beliefs gained in Year 7. This year they will look at ‘belief in action’.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their tracking sheets for guidance (on their learning journeys). They will be able to verbalise how they have made progress and what skills they need to focus on to further improve.

Students will understand how key religious beliefs are put into practice in a religious persons everyday life. They will be able to explain religious practices with confidence in written answers, and be able to offer comparisons both within and across religions.

Unit	Knowledge	Skills	Assessment	Links
Topic One Rituals	Students will know: <ul style="list-style-type: none"> The importance of water, food and light in religion (symbolism) Symbolic actions How baptism is performed and why it is important What happens and Holy Communion and why it is important to Christians What items are used during Puja and why 	Ability to explain how and why people express their beliefs in diverse ways – examine how belief impacts on individual lives. Develop the ability to explain the significance (of religious rituals)	Ongoing formative assessment, knowledge checker activities, GCSE question, end of unit assessment (GCSE AO1)	Builds on prior knowledge from year 7 symbolism unit. Links to GCSE topics in component 1. SAS link: 3.3
Topic Two Festivals	Students will know: <ul style="list-style-type: none"> How and why Id-ul-Fitr and Id-ul – Adha are celebrated Chanukah: why it is celebrated, how it is celebrated and why it is important Passover: who Moses was, what he did and why he is an important figure, the 10 plagues of Egypt and alternative theories surrounding these, how Passover is celebrated today Easter: the key events of Holy Week including the Last Supper, the arrest, crucifixion and resurrection of Jesus 	Develop ability to identify, state and describe differing religious practices and make well explained comparisons Further develop their ability to explain practices carried out today in relation to specific teachings/ scripture/ historical events Begin to develop evaluative skills through arguing both sides of a given statement.	Ongoing formative assessment, knowledge checker activities, GCSE question, end of unit assessment (GCSE AO1 and AO2)	Builds on knowledge of religious beliefs from Year 7 and does link into GCSE topics taught (component 1) SAS link: 3.1, 3.3, 3.4, 3.6, 3.7, 3.10, 3.15, 3.16
Topic Three Buddhism	Students will know: <ul style="list-style-type: none"> The origins of Buddhism The life of the Buddha Teaching of the Buddha The Four Noble truths and the Eightfold path 	Develop ability to identify, state and describe differing religious beliefs and practices	Ongoing formative assessment and knowledge checker (GCSE AO1)	SAS link: 3.8, 3.14, 3.15, 3.17
Topic Four Sikhism	Students will know: <ul style="list-style-type: none"> The origins of Sikhism Key beliefs: holy scriptures, religious building, belief about God The Five Ks and the Three Pillars of Sikhism* Key festivals* History of Sikhism in Britain* 	Group project: this will enable students to work on employability skills; organisation, creativity, team work, listening, presentation and communication skills. Some students will be able to showcase their leadership skills	This topic is assessed through a group project. Students will decide which elements of Sikhism they research and present on	SAS link: 3.12, 3.14, 3.15



Year 8 Spanish Overview

Intent – the Big Picture: Year 8 Spanish provides selected students the opportunity to learn a second language alongside French, noting the similarities and differences between the two languages. All students will increase their vocabulary throughout the year, enabling them to understand longer passages of spoken and written Spanish. They will also build upon their grammatical knowledge in order to exploit and manipulate these structures in their own work. There is a focus on basics at the start of the year, building on from knowledge gained in Year 7 French. By the end of the year students can use a range of justified opinions, present tense, some future and past tense phrases on a range of topics. Finally there is a focus on phonics at the start of the year, which is recurrent throughout the year, allowing students to apply their phonetical knowledge to new vocabulary to develop pronunciation skills.

Implementation:

Year 8 Spanish students have two one-hour lessons of Spanish per week, alongside one hour of French. There are five units of work throughout the year which each start with a focus on phonics through the use of Sentence Builders. A variety of teaching activities in the set ability groups will increase understanding and use of vocabulary and grammatical knowledge as well as fostering the skills of listening, speaking, reading and writing. Students work both collaboratively and independently to build up their knowledge and confidence to be independent users of Spanish. They complete work in their A5 book. Homework will be focused on vocabulary learning (30 minutes each week) with a weekly vocabulary test at the back of books.

Impact:

All students will build a wide vocabulary base alongside grammatical knowledge so that they can listen, speak, read and write in Spanish. They will be supported by their class teacher and the Spanish Fellow from Shrewsbury School (where available). Students will be able to articulate their progress with confidence, using the Knowledge Organisers for each unit, the Curriculum map to explain the key vocabulary and grammar that they have learnt and their personal progress made to enable them to succeed in each of the four skill areas. Students will have a good awareness of Spanish phonetic rules and how to apply these to new words and phrases. They will be able to discuss cultural similarities and differences between Shrewsbury and Hispanic counties. They will also be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
Mi vida	Vocabulary: greetings, adjectives, numbers, months, pets, colours, siblings Grammar: tengo, me llamo, vivo, soy, adjectival position and agreement, definite and indefinite articles, conjunctions, possessives, third person Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z	Listening Speaking: Phonics focus Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Phonics read aloud task End of unit Listening, Reading and Writing	Prior: Basics (greetings, numbers, months, colours) learnt at KS2 (if learnt), knowledge from French of cognates and certain syntax rules Future: HFP tengo, soy, vivo, me llamo revisited throughout years 8-11
Mi tiempo libre	Vocabulary: activities (including sports), days of the week, frequency phrases, opinions, adjectives, weather Grammar: cuando + present tense, adjectival agreement, conjunctions, quantifiers, question words, jugar/hacer, (CaRoLiNa for spelling), third person verbs and opinions, present tense conjugation Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Questions about self Year 8 exam: Listening, reading and writing	Prior: Some adjectives seen in Unit 1, days of the week part of KS2 curriculum (if learnt) Future: Opinions are revisited throughout Years 8-11, Third person verbs are revisited throughout Years 8-11 GCSE topic Free time
Mi insti	Vocabulary: school subjects, time phrases, opinions, further adjectives, teachers, school facilities, simple foods, break time activities Grammar: articles, adjectival position and agreement, further conjunctions, cuando sea mayor + me gustaría, hay, plural opinions with subjects, negatives, third person Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Writing: Translations from both Spanish to English and English to Spanish End of Unit Listening and Reading	Prior: Adjectives (KS2, Unit 2 Year 8) Future: Opinions are revisited throughout Years 8-11, Present tense revisited throughout years 8-11 GCSE topic School
Mi familia y mis amigos	Vocabulary: family members, higher numbers, physical descriptions (eye and hair colour, style, appearance adjectives), house and area Grammar: quantifiers, conjunctions, possessive adjectives, Ser, Tener, Estar, third person, cuando era joven +era/estaba/tenía, comparatives Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Listening question (mid assessment point) Speaking: presentation about yourself (conducted using Vocaroo) Writing: Sentence translations and extended writing about self	Prior: Colours (KS2, Unit1 Year 8) Future: Opinions are revisited throughout Years 8-11, GCSE topic Family and friends
Mi ciudad	Vocabulary: places in town, justified opinions, time, activities, ordering in a café, time phrases, sequencers Grammar: hay, opinions, adjectives, time, to the (al/ a la), quiero/ me gustaría + noun and + activity, near future tense, cuando sea mayor + future tense Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Translations End of year: Listening, Speaking, Reading and Writing	Prior: Unit 4 Year 8, Numbers Unit 1 Year 8 Future: Opinions are revisited throughout Years 8-11 Ir conjugation revisited throughout Years 9-11 GCSE topic Home area