

## Curriculum Planning Document

<b>Subject</b>	<b>ART</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Our Surroundings - Architecture, Structures, The built environment, Public and Street Art.</b>

Aims of this unit, include **Intent/ Implementation / Impact**

The Key Stage 3 Art Curriculum is designed to allow students to work towards key areas of study Art and Design: **Research and Develop, Explore and Refine, Observe and Record, Respond and Present**

This Unit allows students opportunities to explore a diverse range of Artists, contexts and references as they develop their own response.

This Unit is designed for students to gain experience using the elements of Art with a multi-disciplined approach as they respond to relevant inspiration points. The curriculum is planned to develop key skills and knowledge to make the necessary progress towards Key Stage 4.

This Unit is planned to give students an insight into the overarching ideas, skills, techniques and visual literacy used by artists as part of a creative cycle, with an aim to understand how this leads to transferable skills and influences career pathways.

In Art lessons we aim to build confidence, encourage students to take ownership of their work and to develop their own creative thinking. Young people should enjoy their learning and be proud of the work they have produced.

**Observational Drawing inspired by the built environment:**

Introduction to observational drawing techniques, considering the purpose of different drawing practices.

**Imaginative Collage Designs inspired by interior and exterior structures:**

Explore layering and composition through collage techniques using both primary and secondary source images

**Collaborative Structures:**

Experiment with different materials and joining techniques to create a collaborative 3D construction.

**Contextual Studies:**

Analyse the history and intentions of both public and street art.

**Digital Editing and Experimentation:**

Develop individual concepts through digital design techniques.

**Materials based experimentation:**

Use digital designs as a stimulus to create expressive outcomes using a range of surfaces and art materials.

<b>Emerging</b>	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>● I can visually respond to the work of Artists. E.g Make a copy, use their style in my work</li> <li>● I can understand parts of an artist's creative journey to support my ideas.</li> <li>● I can recognise the purpose of a range of artist's work.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>● I can use collage techniques to process images and ideas. I have an emerging understanding of composition and layering.</li> <li>● I can use digital drawing and editing to explore ideas.</li> <li>● I can experiment with 3 dimensional space and relief surfaces through my emerging exploration of materials.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>● I can record what I see from observation and demonstrate an emerging understanding of</li> </ul>
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	<p>drawing techniques.</p> <ul style="list-style-type: none"> <li>I can express my own opinions and ideas both personally and collaboratively. I have an emerging knowledge of the formal elements of Art.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can create artwork following the techniques demonstrated by applying my emerging knowledge of Art materials and techniques.</li> <li>I can document my artistic journey.</li> </ul>
<b>Developing</b>	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can visually respond to and analyse the work of Artists to inform my own creative outcomes.</li> <li>I can understand the creative journey and intention of a range of artists to support my own ideas.</li> <li>I can identify the intention and purpose of a range of art and its impact on the viewer.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>I can use collage techniques to process images and ideas through my understanding of composition and layering.</li> <li>I can use digital drawing and editing to explore imaginative ideas in relation to a chosen concept.</li> <li>I can use a range of materials to experiment with 3 dimensional space and relief surfaces.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>I can record from my own point of view through observation and other appropriate drawing techniques.</li> <li>I can express my own opinions and ideas both personally and collaboratively using the formal elements of Art.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can create artwork that articulates my viewpoint by applying knowledge of Art materials and techniques.</li> <li>I can document my artistic journey through drawing and annotation.</li> </ul>
<b>Securing</b>	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can effectively visually respond to and analyse the work of Artists to inform my own successful creative outcomes.</li> <li>I can effectively understand the creative journey and intention of a range of artists to support my own ideas.</li> <li>I can effectively identify the intention and purpose of a range of artwork, including its impact on the viewer. I can implement these ideas to support my own working methods.</li> </ul> <p><b>REFINE:</b></p> <ul style="list-style-type: none"> <li>I can effectively use collage techniques to process images and ideas through my understanding of composition and layering.</li> <li>I can effectively use digital drawing and editing to explore imaginative ideas in relation to a chosen concept creating considered outcomes.</li> <li>I can effectively use a range of materials to experiment with 3 dimensional space and relief surfaces.</li> </ul> <p><b>RECORD:</b></p> <ul style="list-style-type: none"> <li>I can effectively record from my own point of view through observation and other appropriate drawing techniques.</li> <li>I can effectively express my own opinions and ideas both personally and collaboratively using the formal elements of Art.</li> </ul> <p><b>PRESENT:</b></p> <ul style="list-style-type: none"> <li>I can effectively create artwork that articulates my viewpoint by applying knowledge of Art materials and techniques.</li> <li>I can articulate and document my artistic journey through written, verbal and visual responses.</li> </ul>
<b>Exceeding</b>	<p><b>DEVELOP:</b></p> <ul style="list-style-type: none"> <li>I can perceptively respond to and critically analyse the work of Artists to make well-informed and sophisticated creative outcomes.</li> <li>I can understand more complex creative journeys including the context and intention of a range of artists to support my own ideas.</li> <li>I can confidently identify the intention and purpose of a range of art and its impact on the</li> </ul>

viewer and appropriately implement these methods in my own work.

**REFINE:**

- I can confidently use collage techniques to process images and ideas through my understanding of composition and layering to create dynamic outcomes.
- I can confidently use digital drawing and editing to explore imaginative ideas in relation to a chosen concept, creating well-considered and expressive outcomes.
- I can confidently use a range of materials to experiment with 3 dimensional space and relief surfaces, creating perceptive outcomes.

**RECORD:**

- I can confidently record from my own point of view through observation and other appropriate drawing techniques.
- I can successfully express my own opinions and ideas both personally and collaboratively using the formal elements of Art in an original and confident way.

**PRESENT:**

- I can successfully create artwork that articulates my viewpoint by applying knowledge of Art materials and techniques demonstrating an exceptional ability .
- I can articulate and document my artistic journey through high quality written, verbal and visual responses.

## Curriculum Planning Document

<b>Subject</b>	Biology
<b>Year group</b>	8
<b>Unit Title</b>	Health (breathing)

Aims of this unit:
<p><b>Intent:</b> The aim of this unit is to give students an introductory knowledge of the respiratory system before they cover this in B4 at GCSE.</p> <p><b>Implementation:</b> This topic will enable students to learn about the different parts of the gas exchange system, the process of inhaling and exhaling, and also how lifestyle can impact health. They will learn through a combination of teaching and practical work.</p> <p><b>Impact:</b> Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can name some parts of the gas exchange system</li> <li>• I can name some recreational and medicinal drugs</li> <li>• I can state what happens to the ribcage during inhaling</li> <li>• I can state an effect of tobacco smoke on health</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can describe the structure of the gas exchange system</li> <li>• I can describe the processes of inhaling and exhaling air</li> <li>• I can compare the difference in the composition of inhaled and exhaled air</li> <li>• I can describe the difference between recreational and medicinal drugs</li> <li>• I can describe the effect of alcohol and smoking on health</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can explain how the actions of the ribcage and diaphragm lead to inhaling and exhaling</li> <li>• I can describe how a bell jar can be used to model what happens during breathing</li> <li>• I can explain how to measure lung volume</li> <li>• I can explain in detail how alcohol and smoking affects health and behaviour, detailing its effect on life processes</li> <li>• I can present data in a bar chart and use this to draw conclusions</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can explain how the adaptations of the parts of the gas exchange system help them perform their function</li> <li>• I can explain the difference in the composition of inhaled and exhaled air</li> <li>• I can explain which chemicals in tobacco smoke affect the development of a foetus</li> <li>• I can interpret and present secondary data in an appropriate manner. I can then draw conclusions, and extrapolate data from trends shown</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>Computing</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Data Representation</b>

Aims of this unit
<p>This unit conveys essential knowledge relating to binary representations.</p> <p>The activities gradually introduce students to binary digits and how they can be used to represent text and numbers.</p> <p>The concepts are linked to practical applications and problems that the students are familiar with.</p>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I recognise that digital content can be represented in many forms.</li> <li>● I understand that binary is represented in 0 and 1</li> <li>● I can count in binary</li> <li>● I can determine the maximum number of states that can be represented by a binary pattern of a given length</li> <li>● I can describe what a pixel is and how pixels relate to bitmap images</li> <li>● I can state why analogue sound data needs to be converted into binary digits</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can give examples of the use of representation</li> <li>● I can explain the difference between base-2 and base-10 numbers</li> <li>● I can perform addition in binary on two binary numbers</li> <li>● I can explain how ASCII is used to represent characters, and its limitations</li> <li>● I can describe colour depth and resolution</li> <li>● I can describe why analogue sound data needs to be converted into binary digits</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can explain that computers use binary to represent all data and instructions</li> <li>● Convert between binary and decimal numbers</li> <li>● I can identify and explain an overflow error</li> <li>● I can explain what a character set is</li> <li>● I can define 'metadata'</li> <li>● I can explain why analogue sound data needs to be converted into binary digits</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can explain how binary relates to two-state electrical signals</li> <li>● I can perform addition in binary on three binary numbers</li> <li>● I can describe how character codes are commonly grouped and run in sequence within encoding tables</li> <li>● I can give examples of metadata applied to a bitmap image</li> <li>● I can describe the concepts of sampling, sample rate, and sample resolution</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b><u>Drama</u></b>
<b>Year group</b>	<b><u>8</u></b>
<b>Unit Title</b>	<b><u>Horror</u></b>

Aims of this unit, include <b>Intent / Implementation / Impact</b>
<p><b>This unit intends to teach students the skills necessary to build tension in a scene. During this unit, students will create performances that fit into the horror genre, with opportunity for those in the higher ability bracket to explore Theatre of Cruelty practitioner, Antonin Artaud.</b></p> <p><b>Students will revisit techniques from Year 7, including flashback, monologue and mime, as well as more abstract techniques in detail, such as physical theatre and soundscape. Students will apply these techniques to scenes based on the horror genre and create performances that enchant audiences. Students will also look at how to appropriately structure a script and begin writing their own for a horror production of their own.</b></p> <p><b>This unit will provide students with an opportunity to develop their focus and control during performances, as they will be tasked with creating extended scenes that draw in audience's attention through creating a tense atmosphere. The impact of this will be ensuring students develop their ability to sustain character during performances and experiment with more challenging topics and themes. Alongside this, there will be consideration to the fundamentals of drama, including improvements and advances made in understanding key terms, analytical, evaluative, creative thinking and communication skills. This unit will be assessed through a performance and a short written task.</b></p>

	<b>Skills / Knowledge / Understanding / Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can state some of the different elements found in a script</li> <li>● I can define some of the following terms: genre, style, physicality</li> <li>● I can sometimes change my physicality to portray different objects and/or beings</li> <li>● I can perform on stage in front of others with limited physical and vocal control</li> <li>● I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can state most of the different elements found in a script</li> <li>● I can define most of the following terms: genre, style, physicality</li> <li>● I can usually change my physicality to portray different objects and/or beings</li> <li>● I can perform on stage in front of others with adequate physical and vocal control</li> <li>● I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can state all of the different elements found in a script and apply some of them to script writing</li> <li>● I can define all of the following terms: genre, style, physicality</li> <li>● I can always change my physicality to portray different objects and/or beings</li> <li>● I can perform on stage in front of others with secure physical and vocal control that is <i>mostly</i> sustained</li> <li>● I can participate as an audience member to analyse and evaluate a performance</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can state all of the different elements found in a script apply all of them script writing</li> <li>● I can define all of the following terms: genre, style, physicality and give examples of how each are used</li> <li>● I can always change my physicality to portray different objects and/or beings, and direct others to do so</li> <li>● I can perform on stage in front of others with confident physical and vocal control that is sustained</li> <li>● I can participate as an audience member to analyse and evaluate a performance</li> <li>● I can recall information about practitioners, such as their theories, names and/or techniques</li> </ul>



## Curriculum Planning Document

<b>Subject</b>	<b><u>Design Technology</u></b>
<b>Year group</b>	<b><u>Year 8</u></b>
<b>Unit Title</b>	<b><u>Night Light Project</u></b>

Aims of this unit, include **Intent/ Implementation / Impact**

As part of this unit, the main aim is for students to make progress in 4 key areas. The main areas we will be focusing on are; The design process, Designing, Manufacturing and to recap health and safety in the workshop. Students will learn how to make a box for their base using wood joints, as well as making a circuit for their light. Students will develop their skills using specialised hand tools and machinery; Working with Computer aided designing and manufacturing through 2D design followed by using the laser cutter to manufacture. This will allow students to be given the opportunity to work with a range of materials as well as prepare them for their GCSE's. Students will develop skills, knowledge and understanding through multiple tasks, developing and refining their skills throughout the unit.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can design ideas based on the theme 'Pop art'</li> <li>● I can draw basic shapes in isometric</li> <li>● I can describe all the main stages of manufacture in the correct order</li> <li>● I can label a few of the tools and equipment</li> <li>● I can understand the H&amp;S rules</li> <li>● I can create a box using a three finger joint</li> <li>● I can solder components for my circuit</li> <li>● I can show some evidence of finishing my product</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can design ideas which include some features of the pop art theme</li> <li>● I can draw basic shapes in isometric and copy 3D shapes in isometric</li> <li>● I can describe all the main stages of manufacture in the correct order</li> <li>● I can label some of the tools and equipment</li> <li>● I can be safe in the workshop and know most of the H&amp;S rules</li> <li>● I can create a box using a three finger joint using some technical skills</li> <li>● I can neatly solder components for my circuit</li> <li>● I can finish my product so it is smooth to touch</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can design creative ideas which include some features of the pop art theme</li> <li>● I can produce a variety of well drawn 3D shapes in isometric which are also coloured neatly</li> <li>● I can describe all the main stages of manufacture in full sentences and in the correct order</li> <li>● I can label most of the tools, equipment and processes</li> <li>● I can demonstrate how to be safe in the workshop</li> <li>● I can create a box using a five finger joint using a good level of skill</li> <li>● I can solder components for my circuit to make the light work</li> <li>● I can finish my product so there are no holes and it is smooth to touch</li> </ul>



<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can design creative and original ideas which include features of pop art and show that I've considered laser cutter skills linked to the ideas</li> <li>● I can produce a variety of complicated 3D shapes in isometric which are well drawn as well as rendered</li> <li>● I can describe all the main stages of manufacture in detailed full sentences and in the correct order</li> <li>● I can label all tools, equipment and processes</li> <li>● I can demonstrate how to be safe in the workshop and implement the H&amp;S rules to others</li> <li>● I can create a box using a five finger joint using a high level of skill</li> <li>● I can successfully and independently solder components for my circuit to make the light work</li> <li>● I can finish my product to a high standard so there are no holes and it is smooth to touch</li> </ul>
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## Curriculum Planning Document

<b>Subject</b>	English
<b>Year group</b>	Year 8
<b>Unit Title</b>	Shakespeare

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<ul style="list-style-type: none"> <li>To read widely and critically through knowing how language presents meaning; understanding how ideas are communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>Class reading, drama activities, creative writing and annotation work</li> <li>To be able to explore the effect of language and structure and understand how to write an analytical essay</li> </ul>

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>I can recall specific and straightforward information from texts with some inconsistency.</li> <li>I can locate main points and information in texts.</li> <li>I paraphrase rather than making use of inference.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>I can make simple comment on the effect of language and/or structural features</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>I can make simple comments on a text's explicit contextual factors.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>I choose relevant vocabulary with some inconsistency.</li> <li>I can mark most sentences with capital letters and full stops with some inconsistency.</li> <li>I make some use of question marks and exclamation marks</li> <li>I make inconsistent use of Standard English</li> <li>My spelling of simple words is inconsistent.</li> </ul>
<b>Developing</b>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>I am able to use some inferences from texts.</li> <li>I can use some appropriate textual references.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>I attempt to explain the effect of language and/or structural features with some appropriate textual detail</li> <li>I make some use of subject terminology</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>I attempt to comment with some awareness of a text's contextual factors.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>I choose a range of vocabulary</li> <li>I can use a variety of sentence structures for purpose and effect including an attempt at some complex sentences.</li> <li>I use a generally accurate range of punctuation.</li> <li>I am developing accuracy in my use of Standard English.</li> <li>I spell simple words accurately.</li> <li>I am developing accurate spelling of complex words and those containing irregular patterns</li> </ul>

<p><b>Securing</b></p>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>● I make increasingly explained responses to texts</li> <li>● I make increasing use of textual references to support explanation</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>● I increasingly explain the effects of the writer’s choices of language and/or structural features on the reader with a range of relevant textual detail</li> <li>● I make increasing use of subject terminology.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>● I have an increasing understanding of a text’s contextual factors and how they inform my reading of the text.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>● I choose an increasingly varied and effective range of vocabulary</li> <li>● I use an increasing variety of sentence structures for purpose and effect, including complex sentences.</li> <li>● I use an increasingly secure range of punctuation.</li> <li>● I use Standard English in an increasingly competent way.</li> </ul>
<p><b>Exceeding</b></p>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>● I make confident, thoughtful and developed responses to texts.</li> <li>● I confidently use apt textual references integrated into my response.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>● I confidently explain the effects of the writer’s choices of language and/or structural features on the reader with a precise range of textual detail</li> <li>● I make clear and accurate use of subject terminology.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>● I have clear understanding of a text’s contextual factors and how they shape a reading of the text.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>● I use a wide range of vocabulary</li> <li>● I use a wide variety of sentence structures clearly and for purpose and effect.</li> <li>● I make clear use of a range of punctuation.</li> <li>● I use Standard English clearly and consistently.</li> <li>● I accurately spell a wide vocabulary including irregular words</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>English</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>Face</b>

Aims of this unit, include **Intent/ Implementation / Impact**

To read a wide range of fiction and non-fiction, including short stories  
 read critically through studying setting, plot, and characterisation, and the effects of these  
 To read critically through making critical comparisons across texts  
 To develop a love for reading and empathy for others

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<p><b>AO5:</b></p> <ul style="list-style-type: none"> <li>● I can communicate basic ideas with an emerging sense of purpose, form and audience.</li> <li>● I can group ideas with straightforward links, with developing awareness of paragraphing and structure.</li> <li>● I can employ simple linguistic devices.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>● I can use simple, undeveloped sentences with some control of basic punctuation</li> <li>● I choose straightforward, simple vocabulary</li> <li>● I mostly spell simple words accurately with some inconsistency</li> </ul>
<b>Developing</b>	<p><b>AO5:</b></p> <ul style="list-style-type: none"> <li>● I can communicate a few ideas with some control and with some awareness of purpose, form and audience.</li> <li>● I can group ideas with simple links, with some use of paragraphs and structural features to support plot and/or sequencing.</li> <li>● I offer developing use of linguistic devices.</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>● I can use a variety of sentence structures for purpose and effect including an attempt at some complex sentences.</li> <li>● I use a generally accurate range of punctuation.</li> <li>● I choose a range of vocabulary, sometimes for deliberate effect.</li> <li>● I spell simple words accurately.</li> </ul>
<b>Securing</b>	<p><b>AO5:</b></p> <ul style="list-style-type: none"> <li>● I can clearly communicate ideas with increasing success with a tone, style and register that are generally appropriate to the purpose, form and audience.</li> <li>● I can employ increasingly coherent paragraphs with a range of connected ideas, shaping my writing in an increasingly clear and logical way.</li> <li>● I employ an increasingly varied and effective range of linguistic devices</li> </ul> <p><b>AO6:</b></p> <ul style="list-style-type: none"> <li>● I use an increasing variety of sentence structures for purpose and effect, including complex</li> </ul>

	<p>sentences.</p> <ul style="list-style-type: none"> <li>● I use an increasingly secure range of punctuation.</li> <li>● I choose an increasingly varied and effective range of vocabulary.</li> <li>● My spelling is increasingly accurate, including my use of complex and irregular words</li> </ul>
<p><b>Exceeding</b></p>	<p><b>A05:</b></p> <ul style="list-style-type: none"> <li>● I can communicate a broad range of ideas fluently and confidently matched to form, audience and purpose.</li> <li>● I create a coherent and cohesive structure, confidently using intentionally shaped paragraphs in a varied, effective and convincing way.</li> <li>● I employ confident crafting of linguistic devices.</li> </ul> <p><b>A06:</b></p> <ul style="list-style-type: none"> <li>● I use well-crafted and controlled sentence structures for purpose and effect</li> <li>● I make precise, confident and accurate use of a wide range of punctuation</li> <li>● I wide, selective and convincing range of vocabulary for deliberate effect.</li> <li>● I confidently and accurately spell increasingly complex vocabulary.</li> <li>● I make infrequent errors in my spelling of irregular or complex words.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>Food Preparation and Nutrition</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Module 1 - Let's Get Baking / Module 2 - World Food</b>

### Aims of this unit, include Intent / Implementation / Impact

We provide a **broad, balanced, inspiring** and **relevant** Food curriculum for our students at Pinner High School. It aims to develop **passion, independence, resilience, creativity and instil a love of learning** in our students from their very first encounter with the subject, in Year 7. The Food curriculum aims to provide students with **invaluable life skills** and **knowledge required** to cook nutritious and healthy dishes for themselves and others. It will also enable students to **make informed choices** about their future in particular **further studies** and wider **career opportunities**. The Food curriculum is not only planned for students to achieve top grades in examinations but also to equip them to become **well rounded, confident, life-long learners** with effectual **transferable skills** who will make valuable contributions to the society in which they live.

In these units, students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn to make a variety of dishes, to feed themselves and others** in a **healthy and varied way**. Students **develop competence** in using a range of cooking techniques, utensils and electrical equipment safely, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They learn to adapt recipes to meet the nutritional needs of different groups of people. They also learn to understand the source, seasonality and characteristics of a broad range of ingredients.

	Skills / Knowledge / Understanding / Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can choose some equipment and utensils required to complete some cooking tasks.</li> <li>• I can follow recipes with support and guidance to produce products of reasonable quality.</li> <li>• I can use basic preparation and cooking techniques to bake both sweet and savoury food products with some assistance.</li> <li>• I can label the parts of the Eatwell guide.</li> <li>• I can state whether food comes from animals or plants.</li> <li>• I can state what I like and what I don't like about my product.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can choose utensils and equipment required for preparing products independently.</li> <li>• I can follow recipes with support to produce successful products.</li> <li>• I can use basic preparation and cooking techniques to bake both sweet and savoury food products independently.</li> <li>• I can explain why a variety of nutrients, water and fibre are needed for a healthy balanced diet.</li> <li>• I can explain where and how food is grown in the UK, Europe and the wider world.</li> <li>• I can explain the good and bad points of my product.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can demonstrate how to use utensils and equipment safely without support.</li> <li>• I can interpret and follow recipes carefully to prepare successful products according to specification .</li> <li>• I can bake desserts and savoury food products with some confidence.</li> <li>• I can apply the principles of nutrition and health to make recipes healthier.</li> <li>• I can explain where, and how food has been grown, gathered, reared, caught or processed.</li> <li>• I can discuss the success of my product while considering areas for improvement.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can demonstrate the safe use and care of utensils , equipment and electrical appliances when preparing food.</li> <li>• I can adapt and refine recipes using the awareness of taste, texture, appearance, aroma and characteristics of ingredients to meet the nutritional needs of different groups of people.</li> <li>• I can bake a variety of desserts and savoury dishes using a range of cooking skills and techniques with confidence.</li> <li>• I can use the nutritional information on food labels to make wise food choices.</li> <li>• I can demonstrate my understanding of food seasonality, how this may affect food availability and plan recipes accordingly.</li> <li>• I can use sensory testing vocabulary to evaluate and analyse the food I have made in detail while considering the views of the users.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b><u>Geography</u></b>
<b>Year group</b>	<b><u>8</u></b>
<b>Unit Title</b>	<b><u>China</u></b>

Aims of this unit, include **Intent/ Implementation / Impact**

**To be able to comprehend how China has developed by understanding some of the opportunities and challenges the country faces**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can locate where China by looking at a map</li> <li>● I can define physical geography and name a physical landform in China</li> <li>● I can describe how the population of China has changed from a line graph</li> <li>● I can describe what the one child policy is</li> <li>● I can state the 3 factors that HDI includes</li> <li>● I can name different types of energy sources</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can describe where China is located using the name of continents and hemispheres</li> <li>● I can identify from a choropleth map where China's main physical features are</li> <li>● I can describe how the population of China has changed from a line graph and give evidence of specific dates and numbers of when changes occurred</li> <li>● I can describe why the one child policy was implemented and the effects</li> <li>● I can use HDI to identify whether a country is developed or undeveloped</li> <li>● I can describe which energy sources are harmful for the environment and which ones are more sustainable</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can describe where China is located by mentioned its surrounding oceans and seas</li> <li>● I can describe the physical geography of China by looking at a choropleth map</li> <li>● I can analyse how the population of China has changed over time and give reasons for this</li> <li>● I can explain why the one child policy was implemented using evidence</li> <li>● I understand why HDI is a good indicator of development and give reasons why</li> <li>● I can identify the different types of energy sources that China and the UK use</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can give a thorough description of China's location by using compass directions, naming neighbouring countries and stating seas and oceans</li> <li>● I can explain how the physical geography of China can have social and economic impacts by looking at a choropleth map and give examples of physical features</li> <li>● I can analyse how the population of China has changed over time, explain why this has happened and make predictions for the future</li> <li>● I can evaluate whether the one child policy was successful in China and give other population management techniques</li> <li>● I can evaluate whether HDI is the best technique in seeing whether a country has fully developed or not</li> <li>● I can compare China and the UK's energy use and explain which country is more sustainable</li> </ul>

## Curriculum Assessment Document

<b>Subject</b>	<b><u>History</u></b>
<b>Year group</b>	<b><u>Year 8</u></b>
<b>Term 1</b>	<p><b><u>Units:</u></b>            How far does the Industrial Revolution deserve its name? <i>Change and continuity</i>            Why does history forget the Match Women? <i>Significance</i>            What was the main cause for the British Empire to crumble? <i>Causation</i>            What does the Windrush boat reveal to us about Britain in 1948? <i>Change and continuity</i></p>

Aims of these units, include **Intent/ Implementation / Impact**

All history lessons are taught through enquires. All enquires focus on a second order concept to help students build their skills in how to understand history as a discipline, rather than just a series of events. In Year 8 students will build upon knowledge and understanding of England within a global context from Year 7. In this term students will examine how much change England went through during the Industrial Period. Students then will look at case study of a group of women from London who went on strike about working conditions to assess the impact industrialisation had on the people. Students then will examine how the British Empire allowed Britain to industrialise on the scale and speed that it did. Students will study a range of case studies from different countries to understand why Britain wanted an empire, how they maintained it and what caused it to end. In this enquiry students will be able to access the scale and size of the British Empire and examine the impact it had across the world. Students will examine personal testimony from people who travelled on the Windrush Boat in 1948 to understand why people emigrated to England. All enquires build on prior knowledge to help students reach judgements to answer the overall enquiry question and make connections to previous units. Students by the end of term one should have clearer understanding of key historical terms such as revolution, colonialism and migration.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can make some inferences from historical sources to describe Industrial England</li> <li>● I can make some observations from scholarship to describe the Match Women’s story</li> <li>● I can use simple and generalised knowledge in my writing to answer the enquiry questions</li> <li>● I can describe what conditions were like for countries who were colonized by the British Empire</li> <li>● I can use some change and continuity vocabulary to explain how far England changed during the Industrial period</li> <li>● I can use some causation language to explain why the British Empire collapsed</li> <li>● I can start to make simple judgements about Industrial England and why the British Empire collapsed</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can make some accurate inferences from historical sources to describe Industrial England</li> <li>● I can make some accurate observations from scholarship to describe the Match Women’s story</li> <li>● I can use some accurate knowledge in my writing to answer the enquiry questions</li> <li>● I can explain what conditions were like for countries who were colonized by the British Empire</li> <li>● I can use change and continuity vocabulary to explain how far England changed during the Industrial period</li> <li>● I can use causation language to explain why the British Empire collapsed</li> <li>● I can make some accurate judgments about Industrial England and why the British Empire collapsed</li> </ul>



	<ul style="list-style-type: none"> <li>● I can start to evaluate the evidence I have learnt and start to question its merits</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can make accurate inferences from historical sources to describe Industrial England</li> <li>● I can make accurate observations from scholarship to describe the Match Women's story</li> <li>● I can use accurate knowledge in my writing to answer the enquiry questions</li> <li>● I can explain what conditions were like for countries in the British Empire and make connections to why this caused the empire to collapse</li> <li>● I can regularly use change and continuity vocabulary to explain how far England changed during the Industrial period</li> <li>● I can regularly use causation language to explain why the British Empire collapsed</li> <li>● I can make accurate judgments about Industrial England and why the British Empire collapsed</li> <li>● I can make simple evaluation statements about the evidence I have learnt and ask some questions about its merits</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can make precise and relevant inferences from historical sources to describe Industrial England</li> <li>● I can make precise and relevant observations from scholarship to describe the Match Women's story</li> <li>● I can use precisely selected accurate knowledge in my writing to answer the enquiry questions</li> <li>● I can explain what conditions were like for countries in the British Empire and make connections to why this caused the empire to collapse and use this to understand why people emigrated to England in 1948</li> <li>● I can use a variety of change and continuity vocabulary to explain how far England changed during the Industrial period</li> <li>● I can use a variety of causation language to explain why the British Empire collapsed</li> <li>● I can make coherent, logical and accurate judgments about Industrial England and why the British Empire collapsed</li> <li>● I can make evaluation statements about the evidence I have learnt and ask questions about its merits</li> </ul>

## Curriculum Planning Document

Subject	<u>Mandarin</u>
Year group	<u>Year 8</u>
Unit Title	<u>Hobbies (sports and days of the week)</u>

Aims of this unit, include **Intent/ Implementation / Impact**

**Intent:** To deepen the students' knowledge of the Chinese written and oral language in terms of vocabulary and grammar structures and deepen their understanding of different countries' people, culture, history, literature and arts.

**Implementation:**

- Say some sports in Mandarin;
- Tell people what sports you like/dislike;
- Ask and answer questions about sports you and others like/dislike;
- Recognise and produce short written texts about sports you and others like/dislike;
- Tell people what sports you can/cannot do;
- Ask and answer questions about sports you and others can/cannot do;
- Recognise and produce short written texts about sports you and others can/cannot do;
- Say the days of the week;
- Understand the position of time words;
- Tell people what you do during the week;
- Ask and answer questions about what you and others do during the week;
- Recognise and produce short written texts about what you and others do during the week.

**Impact:**

- To be able to talk in Chinese (oral and written) about sports you like/dislike and can/cannot do and when;
- To listen to and understand and participate in spoken Chinese dialogues relating sports you like/dislike and can/cannot do and when;
- To read and understand a short text in Chinese characters relating sports you like/dislike and can/cannot do and when;
- To construct sentences in the present tense relating to sports you like/dislike and can/cannot do and when;
- To deepen the understanding of fundamental aspects of China and Chinese culture.

This is assessed through pair and group activities, peer feedback, self-marking, informal monitoring, live marking, verbal teacher feedback, written teacher feedback and an end of unit assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand a range of familiar spoken words and phrases relating to sports and days of the week.</li> <li>● Reading: I can recognise some characters about sports I like/dislike, I can/cannot do and when</li> <li>● Speaking: I can say words related to sports.</li> <li>● Writing: I can write some characters about sports I like/dislike, I can/cannot do and when. I can write approximately 10-20 characters from memory and 20-30 words in pinyin.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand the main point(s) from a short spoken passage relating to sports and days of the week.</li> </ul>

	<ul style="list-style-type: none"> <li>● Reading: I can understand familiar the main point(s) in short written texts relating to sports I like/dislike, I can/cannot do and when. I can read approximately 30-40 characters.</li> <li>● Speaking: I can say sentences about sports.</li> <li>● Writing: I can write a few short sentences with support about sports I like/dislike, I can/cannot do and when. I can write approximately 20-30 characters from memory and 30-40 words in pinyin.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand the main point(s) and some of the details from a short spoken passage relating to sports and days of the week.</li> <li>● Reading: I can the main points and some of the details in short written texts relating to sports I like/dislike, I can/cannot do and when. I can read approximately 40-60 characters.</li> <li>● Speaking: I can use full sentences to ask and answer conversations about sports I like/dislike, I can/cannot do and when.</li> </ul> <p>Writing: I can write three or four sentences from memory about sports I like/dislike, I can/cannot do and when.</p>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand the main points and some of the detail from longer spoken passages relating to sports and days of the week.</li> <li>● Reading: I can understand the main points and most details in short written texts relating to sports I like/dislike, I can/cannot do and when. I can read approximately 60-100 characters.</li> <li>● Speaking: I can ask and answer conversations about sports I like/dislike, I can/cannot do and when.</li> <li>● Writing: I can write a short passage about sports I like/dislike, I can/cannot do and when.</li> </ul>

## Curriculum Planning Document

Subject	<u>Chinese</u>
Year group	<u>Year 8 Mandarin Excellence Programme</u>
Unit Title	<u>Holidays</u>

Aims of this unit, include **Intent/ Implementation / Impact**

**Intent:** For students to understand, respond to, and produce written and spoken Mandarin. For students to talk about their own lives in Mandarin, and to have an awareness of and appreciation for other cultures, languages, and ways of thinking

**Implementation:** Lesson content is drawn from Jinbu 2 Chapter 1. Lessons include a combination of teacher input, pair work, and independent work, across the skills of listening, reading, writing, and speaking. Lessons are supplemented by regular homework tasks including completion of the Jinbu 2 student workbook, written worksheets, online tasks, and preparation for vocabulary tests.

**Impact:** Impact is assessed through regular vocabulary tests, peer feedback, self-marking, informal monitoring, live marking, verbal teacher feedback, written teacher feedback, and an end of unit assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<p>Writing: I can copy characters on the topics of weather, countries, languages, places, and transport.</p> <p>Reading: I can recognise characters on the topics of weather, countries, languages, places, and transport.</p> <p>Listening: I can recognise words on the topics of weather, countries, languages, places, and transport.</p> <p>Speaking: I can say words on the topics of weather, countries, languages, places, and transport.</p>
<b>Developing</b>	<p>Writing: I can write characters from memory on the topics of weather, countries, languages, places, and transport.</p> <p>Reading: I can understand sentences about weather, countries, languages, places, and transport which are written in Chinese characters.</p> <p>Listening: I can understand shorter sentences on the topics of weather, countries, languages, places, and transport.</p> <p>Speaking: I can say shorter sentences on the topics of weather, countries, languages, places, and transport.</p>
<b>Securing</b>	<p>Writing: I can write sentences in characters from memory on the topics of weather, countries, languages, places, and transport.</p> <p>Reading: I can understand a passage about weather, countries, languages, places, and transport which is written in Chinese characters.</p> <p>Speaking: I can say longer sentences on the topics of weather, countries, languages, places, and transport.</p>
<b>Exceeding</b>	<p>Writing: I can write a passage in characters on the topics of weather, countries, languages, places, and transport.</p> <p>Reading: I can translate sentences about weather, countries, languages, places, and transport which are written in Chinese characters into English.</p> <p>Listening: I can understand conversations on the topics of weather, countries, languages, places, and transport.</p>

	<p>Speaking: I can ask and answer questions on the topics of weather, countries, languages, places, and transport.</p>
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## Curriculum Planning Document

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<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Area and volume</b>

Aims of this unit, include **Intent/ Implementation / Impact**

- **To know the definition of area and volume and be able to apply to relevant formulae**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can find the area of shapes by counting squares</li> <li>● I can recognise nets of shapes</li> <li>● I can calculate the volume of cubes and cuboids by counting cubes</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can use the formula for finding the area of a triangle</li> <li>● I can calculate the area of compound shapes made up of squares, rectangles and triangles</li> <li>● I can calculate the volume of cubes and cuboids</li> <li>● I can sketch nets of 3D solids</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can calculate the area of parallelograms and trapeziums</li> <li>● I can calculate the volume and surface area of cubes and cuboids</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can calculate the surface area of cubes and cuboids</li> <li>● I can calculate the area and circumference of a circle</li> <li>● I can calculate the radius or diameter when given the area or circumference</li> <li>● I can calculate the volume and surface area of prisms including cylinders</li> </ul>

## Curriculum Planning Document

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<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Expressions and equations</b>

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able manipulate expressions**
- **To be able to solve equations**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can find the inverse of a function</li> <li>● I can solve simple equations using function machines</li> <li>● I can simplify algebraic expressions by collecting like terms using addition only</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can substitute positive values into simple formulae</li> <li>● I can solve two step equation using function machines</li> <li>● I can simplify algebraic expressions by collecting like terms</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can write expressions and formulae</li> <li>● I can substitute values into expressions involving powers</li> <li>● I can expand single brackets</li> <li>● I can form algebraic expressions</li> <li>● I can factorise expressions into single brackets</li> <li>● I can solve multi-step equations</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can simplify algebraic powers</li> <li>● I can solve equations with unknowns on both sides</li> <li>● I can understand the meaning of an identity</li> <li>● I can change the subject of simple expressions</li> </ul>

## Curriculum Planning Document

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<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Number</b>

Aims of this unit, include **Intent/ Implementation / Impact**

- **To further develop your numbers skills**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can add and subtract decimals</li> <li>● I can calculate with money</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can add, subtract, multiply and divide negative numbers</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can estimate answers to calculations</li> <li>● I can calculate using squares, square roots, cubes and cube roots</li> <li>● I can use index notation for powers of numbers</li> <li>● I can substitute into expressions involving powers, roots and brackets</li> <li>● I can write a number as a product of its prime factors</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can estimate the square root of a number</li> <li>● I can simplify expressions using factorisation</li> <li>● I can calculate the HCF and LCM of two numbers using prime factorisation</li> <li>● I can work out the laws of indices for positive powers</li> <li>● I can show that any number to the power of zero is 1</li> <li>● I can round to significant figures</li> </ul>



## Curriculum Planning Document

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<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Real life graphs</b>

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to identify and work with real life graphs**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can read graphs and understand what they are showing</li> <li>● I can read values from a conversion graph</li> <li>● I can plot coordinates in all four quadrants</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can plot conversion graphs from a table of values</li> <li>● I can plot line graphs from tables of data</li> <li>● I can describe trends and make predictions on information presented graphically</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can draw, use and interpret conversion graphs</li> <li>● I can interpret distance-time graphs</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can draw, use and interpret distance-time graphs</li> <li>● I can describe trends and make predictions based on information presented graphically</li> <li>● I can interpret linear graphs</li> <li>● I can interpret graphs that are curved</li> <li>● I can understand when graphs can be misleading</li> <li>● I can recognise when values are in direct proportion</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b><u>Music</u></b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b><u>UNIT 1 – Blues &amp; Jazz</u></b>

Aims of this unit, include **Intent/ Implementation / Impact**

This unit develops pupils' understanding of beats, bass lines and chords as a harmonic foundation upon which a melody can be constructed upon.

Pupils begin by learning about the history, origin and development of Blues and its characteristic 12-bar Blues structure. Pupils then look at how this structure was later used to develop Rock n Roll, a new and fast music which captured the interests of teenagers of the 50's.

Pupils plan, practice and prepare a group performance of a rock n Roll song.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can recognise a limited number of notes, rests and pitches in the treble clef</li> <li>● I can recognise that some instruments use notes from the bass clef.</li> <li>● I can understand and use the three primary notes of C Major in a specific pattern.</li> <li>● I can develop a basic understanding of the history and origin of Blues and Jazz.</li> <li>● I can perform or sing very simple parts using stylistic features of Blues and Jazz.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can recognise and name some notes, rests and pitches in the treble clef</li> <li>● I can recognise some notes in the bass clef.</li> <li>● I can understand the concept of the three primary notes of C Major.</li> <li>● I can develop a basic understanding of the history, origin and context of Blues and Jazz.</li> <li>● I can perform or sing simple parts using stylistic features of Blues and Jazz.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can recognise and name notes, rests and pitches in the treble clef</li> <li>● I can recognise notes in the bass clef.</li> <li>● I can understand how the simple primary chords of C Major are constructed.</li> <li>● I can build a deeper understanding of the history, origin and context of Blues and Jazz.</li> <li>● I can perform or sing using stylistic features of Blues and Jazz.</li> <li>● I can improvise using the Blues scale.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can recognise and name notes, rests and pitches in the treble clef including beyond the stave.</li> <li>● I can recognise notes in the bass clef on the stave and beyond.</li> <li>● I can understand how the simple primary chords of C, G and D Major are constructed.</li> <li>● I can analyse different Blues and Jazz songs taking into consideration their history, origin and context.</li> <li>● I can perform or sing more complex music using stylistic features of Blues and Jazz.</li> <li>● I can improvise over a 12-bar chord sequence using the Blues scale.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	Physical Education
<b>Year group</b>	Year 8
<b>Unit Title</b>	Badminton

Aims of this unit, include **Intent/ Implementation / Impact**

The Badminton unit is delivered in Year 8 and is intended to give KS3 students an opportunity to improve their ability in a variety of basic badminton (racquet sport) skills by refining their basic techniques through guided discovery and replication, as well as how they can be used to outwit an opponent in a competitive game situation.

They will also be exploring some of the more advanced skills of Badminton and analyse their own and peers' performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay and develop the confidence to score and officiate games.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can play basic forehand shots and am developing technique on my forehand - in non-competitive situations.</li> <li>● I can demonstrate an understanding of the components of a legal serve and am beginning to apply this into my game play, hitting the shuttle into the service box on occasions.</li> <li>● I can maintain a good body position in the game and return to the ready position after each shot.</li> <li>● I can demonstrate the difference between backhand and forehand shots and know when they should be used</li> <li>● I can successfully engage in a non-competitive rally with my peers</li> <li>● I can explain 2 or 3 key rules of the game and use this to enhance my performance.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can consider my body position when playing shots and use this to gain an advantage over my opponent (footwork and returning to the middle of the court).</li> <li>● I can play an accurate and effective serve, and use this to my tactical advantage.</li> <li>● I can play competitive shots both forehand and some in the form of a backhand.</li> <li>● I can select when to use the different variations of shot however I am not always successful in the application.</li> <li>● I can confidently umpire a competitive game with many of the rules.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can demonstrate effective use of body position, stance and movement to gain an</li> </ul>

	<p>advantage in a competitive game.</p> <ul style="list-style-type: none"> <li>● I can demonstrate the 3 variations of serve, with varying consistency and am able to apply power for distance for a tactical advantage.</li> <li>● I can play a range of effective shots on both backhand and forehand. I am developing my dropshot and smash as 'game winning' shots.</li> <li>● I can select appropriate shots to use in attacking situations, and am developing this decision making when on the defence.</li> <li>● I can show a good understanding of tactics and use this to outwit opponents and can explain this.</li> </ul>
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can use my body position, stance and movement to have a significantly positive impact on my game and assist the variety of shots I am able to play.</li> <li>● I can use a range of serves with the knowledge of my opponents strengths/weaknesses. They are consistently accurate and often win points.</li> <li>● I can demonstrate a high level of technique in both forehand and backhand shots. Shots are consistent, and win points most of the time.</li> <li>● I can identify the strengths and weakness of myself and others, and suggest improvements to improve both my own and peers performance.</li> <li>● I can confidently and effectively umpire a game with full rules.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	Physical Education
<b>Year group</b>	Year 8
<b>Unit Title</b>	Basketball

Aims of this unit, include **Intent/ Implementation / Impact**

The basketball unit is intended to give key stage 3 students an opportunity to improve their ability in a variety of basic basketball skills by refining their basic techniques, as well as how they can be used to outwit an opponent in a game situation.

They will also be exploring the more advanced skills of basketball and analysing their own and peer performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can understand the technical points for dribbling and can dribble with 1 hand, when not under pressure.</li> <li>● I can perform a chest, shoulder and bounce pass using the correct technique.</li> <li>● I can understand the technique for set shots and when to use them.</li> <li>● I can only move when the ball is near to me.</li> <li>● I can only get the ball if someone spots you in a good position. I am quiet when communicating.</li> <li>● I can show limited understanding of the rules of the sport but am unable to highlight strengths.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can dribble around an opponent in a conditioned activity.</li> <li>● I can use a range of passes in conditioned activities.</li> <li>● I can shoot in conditioned activities with some success.</li> <li>● I can move into space to receive the ball and can cover space when defending</li> <li>● I can communicate when I want to receive the ball</li> <li>● I can show knowledge of basic rules, I can highlight strengths and areas to develop in my performance.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can dribble around an opponent in a conditioned activity and most of the time in competitive scenarios.</li> <li>● I can use a range of passes in conditioned activities and most of the time in competitive</li> </ul>

	<p>scenarios.</p> <ul style="list-style-type: none"> <li>● I can shoot successfully in conditioned activities and with some success in competitive scenarios.</li> <li>● I can move into space to effectively move the ball into the oppositions territory and I can mark man to man when defending</li> <li>● I can communicate well, telling teammates where to move on court when attacking and defending to benefit my team.</li> <li>● I can use the rules of basketball to my benefit. I can highlight strengths and areas to develop in my performance suggesting ways to improve my areas of development.</li> </ul>
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can dribble around an opponent nearly all of the time in competitive scenarios.</li> <li>● I can use a range of passes successfully nearly all of the time in competitive scenarios.</li> <li>● I can shoot successfully nearly all of the time in competitive scenarios.</li> <li>● I can consistently be in space in offensive positions, making it difficult for defenders to mark me. I can mark man to man and zonally effectively when defending.</li> <li>● I can lead my team, giving accurate tactical advice to my teammates nearly all of the time</li> <li>● I can use all the rules of basketball to my advantage. I can highlight strengths and areas to develop in my performance, and provide accurate training methods to improve my areas of development.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	PE
<b>Year group</b>	Year 8
<b>Unit Title</b>	Football

Aims of this unit
To introduce pupils to the basic skills of football to allow them to perform in both drills and competitive situations. Starter to every lesson will be a warm up, this will be followed by drill work. It is expected that one game situation will be included in at least one of the lessons per week. Pupils will improve both basic skills and their involvement in competitive/team situations.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>I can understand the technique points for dribbling and can perform this simple skill along a straight line with my dominant foot.</li> <li>I can show that my short distance passes are developing and that my control and accuracy are improving with the correct technique.</li> <li>I can apply the basic principles of shooting and understand where to place the ball.</li> <li>I can understand some of the positions.</li> <li>I can follow the ball during a game situation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I can demonstrate control during skill based activities.</li> <li>I can make accurate short passes and am developing my accuracy of long balls.</li> <li>I can understand the technique for shooting and am beginning to develop accuracy in my shots.</li> <li>I can explain my role in a competitive situation.</li> <li>I can highlight basic strengths and weaknesses for myself and others.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>I can demonstrate control when dribbling with my dominant foot and are beginning to develop movement around defenders.</li> <li>I can demonstrate a range of passing techniques from both static and moving positions.</li> <li>I can demonstrate that my shooting technique is effective and shows good accuracy when in front of goal. I am developing power.</li> <li>I can explain the differences between attacking and defensive positions and the responsibilities for each.</li> <li>I can call for the ball when I am not being marked.</li> <li>I can give details of my strengths and weaknesses.</li> <li>I can discuss the rules of the game confidently.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can turn on the ball and use this along with my close control to outwit defenders.</li> <li>I can demonstrate a full range of passing techniques with developing accuracy.</li> <li>I can shoot from a wide range of areas on the pitch demonstrating both accuracy and power. My success rate is developing.</li> <li>I can understand the requirements for different positions and am able to play in a way that supports my team.</li> <li>I can call for the ball, if I am being marked I can use other signals to communicate with my teammates.</li> <li>I can give detailed analysis of my strengths and weaknesses and am beginning to discuss tactics</li> </ul>

	in relation to my performance
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## Curriculum Planning Document

<b>Subject</b>	<b>Physical Education</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Gymnastics</b>

Aims of this unit, include **Intent/ Implementation / Impact**

- **Gymnastics unit is delivered in Year 7 and is intended to give KS3 students an opportunity to improve their ability to maintain balance, perform core skills and understand how to use flight over apparatus.**
- **Students will also be exploring skills through creating sequences, supporting others as well as being able to identify their own and others strengths and weaknesses.**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can use different types of travel with different body parts under control</li> <li>● I can create different individual and paired balances using a variety of body parts</li> <li>● I can demonstrate basic shapes during flight under control including straddle vaults.</li> <li>● I can develop a sequence demonstrating creativity through different levels, directions, speed and moves.</li> <li>● I can answer basic questions about safety technique and can identify my own strength and weaknesses</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can use different types of travel which include rolling and perform them with high quality in a routine.</li> <li>● I can perform advance balances which include counter weight of others and can demonstrate inversion with at least 3 points on the ground.</li> <li>● I can demonstrate through and straddle vaults with control and a clear landing without support.</li> <li>● I can create a flowing sequence which incorporates more advanced movements whilst collaborating with a partner/ group to ensure the performance is aesthetically pleasing.</li> <li>● I can confidently identify my own strengths and weaknesses and consider ways to improve upon these. I understand the technique points for a range of skills and can use key terminology when discussing these.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can incorporate advanced movements to travel which include elements of inversion whilst I demonstrate control within a performance.</li> <li>● I can confidently perform a range of advanced individual and paired balances showing high level of control and consistency which include inverted balances.</li> <li>● I can demonstrate through and straddle vaults under control with good landings and have started to develop my headspring and handspring vaults.</li> <li>● I can demonstrate full use of advanced movements within a flowing sequence without hesitation between moves. The skills performed are at a high quality.</li> <li>● I can understand all skills learnt during the unit and can coach and support others with the development as well as improving my own technique.</li> </ul>

**Exceeding**

- I can be creative with my application of travel and am able to demonstrate a number of advanced movements to a high level as well as experiment with more complex movement combinations.
- I can demonstrate a high level of performance under control and execute a number of balances using a full range of body parts and inversion.
- I can able to demonstrate inversion when vaulting and can perform unsupported headsprings/handsprings with a high level of control.
- I can create a sequence at the highest level which combines a range of advanced moves that flow together and look aesthetically pleasing.
- I can discuss all skills and techniques confidently with the use of key terminology which allows me to coach others and help them improve upon their weaknesses.

## Curriculum Planning Document

<b>Subject</b>	Physical Education
<b>Year group</b>	Year 8
<b>Unit Title</b>	Table Tennis

Aims of this unit, include **Intent/ Implementation / Impact**

The Table Tennis unit is delivered in Year 8 and is intended to give KS3 students an opportunity to improve their ability in a variety of basic table tennis (racquet sport) skills by refining their basic techniques, as well as how they can be used to outwit an opponent in a competitive game situation.

They will also be exploring the more advanced skills of Table Tennis and analyse their own and peers' performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can play basic backhand shots and am developing technique on my forehand - in non competitive situations.</li> <li>● I can demonstrate an understanding of the components of a legal serve and am beginning to apply this into my game play, hitting the table on most occasions.</li> <li>● I can maintain a good body position in the game and return to the centre of the table after each shot.</li> <li>● I can demonstrate the difference between backhand and forehand shots and know when they should be used</li> <li>● I can successfully engage in a non-competitive rally with my peers</li> <li>● I can explain 2 or 3 key rules of the game and use this to enhance my performance.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can consider my body position when playing shots and use this to gain an advantage over my opponent.</li> <li>● I can play an accurate and effective serve, and use this to my advantage.</li> <li>● I can play competitive shots both forehand and backhand. I am beginning to apply spin.</li> <li>● I can select when to use the different variations of shot however I am not always successful in the application.</li> <li>● I can confidently umpire a competitive game with full rules.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can demonstrate effective use of body position, stance and movement to gain an advantage in a competitive game.</li> </ul>

	<ul style="list-style-type: none"> <li>● I can demonstrate a range of serves, with varying consistency and am able to apply spin to gain an advantage.</li> <li>● I can play a range of effective shots on both backhand and forehand. I am developing my backhand drive and smash as 'game winning' shots.</li> <li>● I can select appropriate shots to use in attacking situations, and am developing this decision making when on the defence.</li> <li>● I can show a good understanding of tactics and use this to outwit opponents.</li> </ul>
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can use my body position, stance and movement to have a significantly positive impact on my game and assist the variety of shots I am able to play.</li> <li>● I can use a range of serves, with spin. They are consistently accurate and often win points.</li> <li>● I can demonstrate a high level of technique in both attacking and defensive shots. Shots are consistent, and win points most of the time.</li> <li>● I can select and apply all shots effectively to counteract my opponent and win points.</li> <li>● I can identify the strengths and weakness of myself and others, and use training principles to suggest improvements to performance</li> <li>● I can confidently and effectively umpire a game with full rules.</li> </ul>

# Curriculum Planning Document

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<b>Subject</b>	PRE
<b>Year group</b>	8
<b>Unit Title</b>	Sikhism

Aims of this unit, include **Intent/ Implementation / Impact**

The aim of this unit is to ensure that students have a strong knowledge of the foundations of Sikhism. By the end of this module, students should be confident in explaining key aspects of Sikhism such as the nature of God in Sikhism, the role and importance of gurus, the Guru Granth Sahib, the Khalsa, the 5Ks and pilgrimage to Amritsar.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can describe the Guru Granth Sahib.</li> <li>● I can name Sikh gurus.</li> <li>● I can name and describe the Sikh holy building.</li> <li>● I can name and describe the 5Ks of Sikhism.</li> <li>● I can name places of importance in Sikhism.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can explain how the Guru Granth Sahib is treated.</li> <li>● I can describe the role of gurus in Sikhism.</li> <li>● I can name and describe the Sikh holy building with use of key terms to describe key parts of it.</li> <li>● I can explain what the 5Ks each symbolise.</li> <li>● I can explain what a pilgrimage is and why it may be important for Sikhs to travel to Amritsar.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can explain why the Guru Granth Sahib is important in Sikhism and how this is shown in how it is treated.</li> <li>● I can explain the role of key gurus in Sikhism, drawing on key events from their lives.</li> <li>● I can evaluate the importance of the langar in the Gurdwara and link this to other aspects of Sikh practice.</li> <li>● I can explain the symbolism behind each of the 5Ks as well as why some Sikhs feel that these are an important part of their identity.</li> <li>● I can identify how visiting Amritsar and the Golden Temple may further develop one's faith, with reference to key aspects of this pilgrimage.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can evaluate the importance of the Guru Granth Sahib in Sikhism with reflection on how this is shown by how it is treated.</li> <li>● I can evaluate how the importance of gurus is shown by the things they have done, making detailed references to key events in their lives.</li> <li>● I can evaluate how key aspects of the Gurdwara demonstrate equality and respect with detailed explanations to support my points.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● I can evaluate the importance of the 5Ks to a Khalsa Sikh with a detailed understanding of what these symbolise and the history behind the Khalsa.</li><li>● I can evaluate the importance of pilgrimage and the role that this serves in Sikhism, with a detailed understanding of Amritsar shown to support my answer.</li></ul> |
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## Curriculum Planning Document

<b>Subject</b>	Science
<b>Year Group</b>	7 and 8
<b>Unit Title</b>	Introduction To Science

Aims of this unit:

**Intent** For students to learn what a scientist is and what scientists study. Students will explore through scientific enquiry: variables, writing a method, how to record results, lab safety, calculating averages, resolution and scientific equipment, graphing skills, data analysis skills, creating charts and tables.

**Implementation** Students will be taught key pieces of knowledge and skills, then they will have to apply this to familiar and unfamiliar situations.

**Impact** Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can identify the independent variable</li> <li>● I can identify a famous scientist</li> <li>● I can write part of a scientific method with some missing/incorrect information</li> <li>● I can write the heading correctly for a results table</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can identify the independent variable and dependent variable</li> <li>● I can identify a famous scientist and their contribution</li> <li>● I can write parts of a scientific method with some missing/incorrect information</li> <li>● I can make a simple results table</li> <li>● I can construct a bar chart</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can identify the independent variable, dependent variable and control variable</li> <li>● I can state what a scientist is and describe the contributions of some of the most famous</li> <li>● I can write a scientific method correctly</li> <li>● I can make a results table to record my observations</li> <li>● I can construct a bar chart and line graph</li> <li>● I can write a risk assessment table with the hazard, risk and prevention</li> <li>● I can describe the meaning of different hazardous safety symbols</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can identify the independent variable, dependent variable and control variable and state how to make an experiment a fair test</li> <li>● I can explain what a scientist is and how their contribution(s) have improved the lives of others</li> <li>● I can outline a valid method, repeating various stages and removing anomalies and taking an average</li> <li>● I can correctly state the resolution of different equipment used in the lab</li> </ul>

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|  | <ul style="list-style-type: none"><li>• I can correctly construct a bar chart and line graph with a line of best fit</li><li>• I can critically analyse a problem and outline a solution through suggesting pros and cons</li></ul> |
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## Curriculum Planning Document

<b>Subject</b>	<b>Spanish</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>Mis Vacaciones; Viva Book 2, Module 1</b>

Aims of this unit
<p><b>Intent:</b> To understand and produce language giving an account of a past holiday's activities.</p> <p><b>Implementation:</b> Viva Book 2, Module 1, direct teacher instruction and practice of all four languages skills.</p> <p><b>Impact:</b> Students are able to use the present and past tense, in the first term, they have had a holiday period so it makes sense to refer to a recent event for language skills.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the key words and opinions of the speaker.</li> <li>• I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings.</li> <li>• I can read and understand the key words and opinions in sentences using familiar language.</li> <li>• I can translate short sentences into English with help sheets.</li> <li>• I can write several short sentences, with help sheets, and give opinions.</li> <li>• I can use verbs in the present tense, to talk about myself with help sheets.</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>• I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>• I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>• I can translate short sentences into English without help sheets</li> <li>• I can write several short sentences from memory and give opinions with reasons.</li> <li>• I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>• I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>• I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>• I can translate short sentences into English without help sheets</li> <li>• I can write several short sentences from memory and give opinions with reasons.</li> <li>• I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can listen to short passages and identify the main points and details and opinions with reasons.</li> <li>• I can hold a longer conversation, describe a picture and answer questions using longer sentences and two time frames.</li> <li>• I can read and understand longer texts with a range of vocabulary, including unfamiliar language and two time frames.</li> <li>• I can translate passages into English, showing an awareness of grammar.</li> <li>• I can write short texts from memory that use two time frames or more and more complex sentences (when, what, who, where, why).</li> <li>• I can accurately use verbs in different tenses, to talk about life and describe things.</li> <li>• I can mention other people with accurate attempts at verb endings.</li> </ul>



## Curriculum Planning Document

<b>Subject</b>	<b>Spanish</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>Todo Sobre Mi Vida; Viva 2 ; Module 2</b>

Aims of this unit
<p><b>Intent:</b> To understand and produce language about personal interests, frequency, making comparisons and using two tenses at once.</p> <p><b>Implementation:</b> Viva Book 2, Module 1, direct teacher instruction and practice of all four languages skills.</p> <p><b>Impact:</b> Students add a level of complex sentence structure and subordinate clauses to their form of expression.</p>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the key words and opinions of the speaker.</li> <li>• I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings.</li> <li>• I can read and understand the key words and opinions in sentences using familiar language.</li> <li>• I can translate short sentences into English with help sheets.</li> <li>• I can write several short sentences, with help sheets, and give opinions.</li> <li>• I can use verbs in the present tense, to talk about myself with help sheets.</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>• I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>• I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>• I can translate short sentences into English without help sheets</li> <li>• I can write several short sentences from memory and give opinions with reasons.</li> <li>• I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can listen to short phrases and understand the main point/ opinion/reasons of the speaker.</li> <li>• I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings.</li> <li>• I can read and understand the main point/ opinion/ reason in sentences using familiar language.</li> <li>• I can translate short sentences into English without help sheets</li> <li>• I can write several short sentences from memory and give opinions with reasons.</li> <li>• I can accurately use verbs in the present tense, including irregular verbs, to talk about myself</li> <li>• I can try to write about other people or the future tense but it may not be fully accurate.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can listen to short passages and identify the main points and details and opinions with reasons.</li> <li>• I can hold a longer conversation, describe a picture and answer questions using longer sentences and two time frames.</li> <li>• I can read and understand longer texts with a range of vocabulary, including unfamiliar language and two time frames.</li> <li>• I can translate passages into English, showing an awareness of grammar.</li> <li>• I can write short texts from memory that use two time frames or more and more complex sentences (when, what, who, where, why).</li> <li>• I can accurately use verbs in different tenses, to talk about life and describe things.</li> <li>• I can mention other people with accurate attempts at verb endings.</li> </ul>

