

## 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

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<b>Subject</b>	<b><u>Mandarin</u></b>
<b>Year group</b>	<b><u>Year 8</u></b>
<b>Unit Title</b>	<b><u>Food and Drink</u></b>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● Listening: I can recognise some words about food and drink. I can recognise some opinions.</li> <li>● Reading: I can recognise some characters about food and drink.</li> <li>● Speaking: I can say some food and drink vocabulary in Mandarin.</li> <li>● Writing: I can write some food and drink vocabulary in pinyin.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand a few simple sentences about food and drink.</li> <li>● Reading: I can read a few simple sentences about food and drink in characters.</li> <li>● Speaking: I can say sentences about food and drink I like in Mandarin.</li> <li>● Writing: I can write some food and drink vocabulary in characters.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand a range of simple sentences about food and drink.</li> <li>● Reading: I can read a range of simple sentences about food and drink.</li> <li>● Speaking: I can say sentences about food and drink I like, and I can ask others what food and drink they like.</li> <li>● Writing: I can write simple sentences about food and drink in characters.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Listening: I can understand longer sentences about food and drink, including sentences with measure words.</li> <li>● Reading: I can read longer sentences about food and drink, including sentences with measure words.</li> <li>● Speaking: I can say sentences about food and drink I like. I can ask others what food and drink they like. I can make sentences including measure words.</li> <li>● Writing: I can write longer sentences about food and drink in characters, including sentences with measure words.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>Computing</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Python Programming and Web Development</b>

### Aims of these units

This programming unit introduces students to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and explaining the mechanics of program execution.

The web development unit students are introduced to the fundamentals of HTML (Hypertext Markup Language) and learn the basics of creating webpages. They will develop their skills in formatting text, inserting images, and linking webpages together, while also focusing on creating visually appealing and professional-looking pages.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can state what an algorithm is</li> <li>● I can write simple Python programs that display messages</li> <li>● I can write simple Python programs to perform calculations using one arithmetic operator</li> <li>● I can explain what selection is.</li> <li>● I can state why loops are used in programming</li> <li>● I can create a basic webpage using HTML tags.</li> <li>● I can format text on a webpage using basic formatting skills.</li> <li>● I can insert an image onto a webpage.</li> <li>● I can create a hyperlink to another webpage.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can state what an algorithm is and how they differ from programs</li> <li>● I can write simple Python programs that display messages and assign values to variables.</li> <li>● I can use simple arithmetic expressions in assignment statements to calculate values</li> <li>● I can interpret code using selection</li> <li>● I can interpret programs using while statements</li> <li>● I can format text on a webpage in a variety of ways.</li> <li>● I can change the font of the text on a webpage.</li> <li>● I can change the size of an image on a webpage.</li> <li>● I can understand the concept of HTML and its purpose.</li> <li>● I can create a professional-looking webpage.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can describe what algorithms and programs are and how they differ</li> <li>● I can write simple Python programs what display messages, assign values to variables, and receive keyboard input</li> <li>● I can receive input from the keyboard and convert it to a numerical value</li> <li>● I can write Python programs to use selection (if, else statements) to control the flow of program execution</li> <li>● I can describe how iteration (while statements) controls the flow of program execution</li> </ul>

	<ul style="list-style-type: none"> <li>● I can create a webpage with text formatted in various advanced ways.</li> <li>● I can effectively use HTML tags to structure and organise a webpage.</li> <li>● I can create a mini-website on a topic of my choice.</li> <li>● I can demonstrate an understanding of how HTML is used to link webpages together.</li> <li>● I can create a visually appealing webpage with consistent design elements.</li> </ul>
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can recall that a program written in a programming language needs to be translated in order to be executed by a machine</li> <li>● I can locate and correct common syntax errors</li> <li>● I can use libraries to generate and use random integers</li> <li>● I can use variables as counters in iterative programs</li> <li>● I can apply advanced formatting techniques to the text on a webpage.</li> <li>● I can customise the appearance of the webpage using CSS.</li> <li>● I can optimise images for web display and responsiveness.</li> <li>● I can implement advanced HTML features, such as forms or multimedia elements.</li> <li>● I can demonstrate creativity and originality in designing and implementing the mini-website.</li> </ul>

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

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

This unit will cover both Summer 1 and Summer 2 as students are tasked with creating an extended piece of devising (10 min performance). This unit mirrors Component 1 of the GCSE, worth 40%, which we revisit in Year 9 and finally complete in Year 10. In Year 8, performers will devise a piece inspired by 3 stimuli linked to social media. The performance will be developed over approx 10 weeks with regular intervals to analyse, evaluate and improve performances. There are three areas of focus:  
 1) Creating and developing a devised piece from stimuli. 2) Group performance of the devised piece. 3) Analysing and evaluating the creative process and group devised performance. To accompany their performances, students will complete 6 questions in their booklets. Students who wish to excel in this component should complete additional research into practitioners of their choice, who are referenced throughout the scheme of learning. Students will be required to reflect on the many techniques and styles studied throughout KS3 and apply all that are appropriate to their performances.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can define the term stimulus</li> <li>● I can create a limited individual performance, demonstrating emerging ability to combine and apply vocal and physical skills - delivery is generally appropriate but inconsistent</li> <li>● I can create a character that is <i>partially</i> developed and shows an emerging range of mood and emotions</li> <li>● I can demonstrate a limited understanding of style, genre and theatrical conventions in my performance and portfolio</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 define the term stimulus and work from at least one stimulus</li> <li>● I can create generally sound individual performance, demonstrating adequate ability to combine and apply vocal and physical skills - delivery is generally appropriate and consistent</li> <li>● I can create a character that is <i>considerably</i> developed and shows an adequate range of mood and emotions</li> <li>● I can demonstrate a generally sound understanding of style, genre and theatrical conventions in my performance and portfolio</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 define the term stimulus and work from at least two stimuli</li> <li>● I can create a coherent individual performance, demonstrating secure ability to combine and apply vocal and physical skills - delivery is mostly appropriate and consistent</li> <li>● I can create a character that is <i>securely</i> developed and shows an secure range of mood and emotions</li> <li>● I can demonstrate a coherent understanding of style, genre and theatrical conventions in my performance and portfolio</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 define the term stimulus and work from all three stimuli</li> <li>● I can create an assured individual performance, demonstrating convincing ability to combine and apply vocal and physical skills - delivery is appropriate and consistent</li> <li>● I can create a character that is developed and shows an comprehensive range of mood and emotions</li> <li>● I can demonstrate a coherent understanding of style, genre and theatrical conventions in my performance and portfolio</li> <li>● I can participate as an audience member to analyse and evaluate a performance</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

Subject	<b>Food Preparation and Nutrition</b>
Year group	<b>8</b>
Unit Title	<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>Year 8</u></b>
<b>Unit Title</b>	<b>How does ice shape physical and human landscapes?</b>

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

Students will build knowledge of geomorphological processes to understand how glaciers have created distinctive landforms through erosion and deposition processes. They will then explore how and why human uses and demands for ice landscapes has been a source of both economic prosperity and contestation.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can describe what a glacier is and some of the steps of how one forms</li> <li>• I can recognise landforms made by glaciers through erosion processes</li> <li>• I can recognise landforms made by glaciers through deposition processes</li> <li>• I can describe three uses of glacial landscapes for people</li> <li>• I can recall three facts about the Arctic's human and physical geography</li> <li>• I can recall one environmental, social and economic impact of increased shipping and oil drilling in the Arctic.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can define what a glacier is and outline the steps of how glacial ice forms.</li> <li>• I can name three landforms made by glaciers through erosion processes</li> <li>• I can recognise and name three landforms made by glaciers through deposition processes</li> <li>• I can describe the main features of the Arctic's human and physical geography</li> <li>• I can describe a range of social, economic and environmental impacts of increased shipping and oil drilling in the Arctic</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can write a logical, step-by-step explanation of how glacial ice forms</li> <li>• I can explain the formation of three erosional landforms in glacial landscapes, and recognise them from satellite images and photographs</li> <li>• I can explain the formation of three depositional landforms in glacial landscapes, and recognise them from satellite images and photographs</li> <li>• I can explain reasons why the Arctic's human and physical geography is distinctive.</li> <li>• I can explain reasons why the Arctic is becoming an increasingly contested territory, as well as the social, economic and environmental impacts of increased shipping and oil drilling</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can write a logical, step-by-step explanation of how glacial ice forms</li> <li>• I can explain the formation of a range of erosional landforms in glacial landscapes, and recognise them from satellite images and photographs</li> <li>• I can explain the formation of a range of depositional landforms in glacial landscapes, and recognise them from satellite images and photographs</li> <li>• I can explain and evaluate reasons why the Arctic's human and physical geography is distinctive, and recognise the opportunities and challenges present in the region</li> <li>• I can explain and evaluate reasons why the Arctic is becoming an increasingly contested territory, as well as the social, economic and environmental impacts of increased shipping and oil drilling</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>History</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>• Why did First World War One become a Global War? <i>Causation</i></li> <li>• How can the experiences of the 'long forgotten armies' help us to better understand the challenges faced by those fighting in the First World War? <i>Similarities and difference</i></li> <li>• Why is it so important for us to learn about the Holocaust? <i>Significance</i></li> </ul>

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

All history lessons are taught through enquires. In this term students build on prior knowledge from first 2 terms. Firstly, students develop their understanding of Britain's involvement in World War One and understand how the war become a global war. Students will then link this new knowledge to prior enquiry on empire to understand the different soldiers' experiences within the war. Students will develop their similarities and difference vocabulary to make judgements about personal testimony of soldier from WW1. Students will then learn how extremist ideas rose in Germany and look at the Holocaust through the story of Frank Bright. By the end of the unit students will understand how the Holocaust occurred and why it is significant event to study in history. 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 war, imperialism, testimony and genocide.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can make simple inferences from historical sources to describe why WW1 became a global war</li> <li>• I can make simple observations from interpretations to describe how different soldiers in WW1 experienced different conditions</li> <li>• I can use simple and generalised knowledge in my writing to answer the enquiry questions</li> <li>• I can describe the different causes behind why WW1 started and how the Holocaust began</li> <li>• I can use some causation vocabulary to explain why WW1 became a global war</li> <li>• I can start to make simple judgements about why WW1 was the first global war and why the Holocaust is significant event.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can make some inferences from historical sources to describe why WW1 became a global war</li> <li>• I can make some observations from interpretations work to describe how different soldiers in WW1 experienced different conditions</li> <li>• I can use some knowledge in my writing to answer the enquiry questions</li> <li>• I can describe the 4 main causes behind why WW1 started and how the Holocaust began</li> <li>• I can use causation vocabulary to explain why WW1 became a global war</li> <li>• I can start to make judgements why WW1 was the first global war and why the Holocaust is significant event.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can make detailed inferences from historical sources to describe why WW1 became a global war</li> <li>• I can make detailed observations from interpretations to describe how different soldiers in WW1 experienced different conditions and describe similarities between the diary entries</li> <li>• I can use detailed knowledge in my writing to answer the enquiry questions</li> </ul>

	<ul style="list-style-type: none"> <li>● I can explain 4 different long term causes behind why WW1 and link them to the short term and trigger causes.</li> <li>● I can regularly use causation vocabulary to explain why WW1 became a global war</li> <li>● I can make accurate and detailed judgments about why WW1 was the first global war and why the Holocaust is significant event.</li> <li>● I can make evaluation statements about the evidence I have learnt and ask some questions about its merits</li> </ul>
<p><b>Exceeding</b></p>	<ul style="list-style-type: none"> <li>● I can make precise and detailed judgements from historical sources to describe why WW1 became a global war</li> <li>● I can make precise and detailed observations from interpretations to assess how different soldiers in WW1 experienced different conditions and make judgements about to what extent these experiences were different</li> <li>● I can use precisely selected detailed knowledge in my writing to answer the enquiry questions</li> <li>● I can explain in depth different causes behind the WW1 and why the Holocaust began in Germany</li> <li>● I can use a variety of causation vocabulary to why WW1 became a global war which links the narrative together</li> <li>● I can make coherent, logical and accurate judgments about why WW1 was the first global war and why the Holocaust is significant event.</li> <li>● I can make evaluation statements about the evidence I have learnt and ask questions about its merits</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b><u>Music</u></b>
<b>Year group</b>	<b><u>8</u></b>
<b>Unit Title</b>	<b><u>Musicals and Song Writing</u></b>

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

- Revise theory learned so far.
- Understand the different textural and structural elements of a song/popular song.
- Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can understand some music theory, key terms and devices studied since September.</li> <li>● I can recognise some different styles of music.</li> <li>● I can make some contribution with guidance to a group composition of a song.</li> <li>● I can perform simple parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can understand and identify some music theory, key terms and devices studied since September.</li> <li>● I can state some different styles of popular songs using some appropriate terminology.</li> <li>● I can make some contribution to a group composition of a popular song.</li> <li>● I can perform simple parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can understand, recognise and identify most music theory, key terms and devices studied since September.</li> <li>● I can describe key elements of different styles of popular song using appropriate terminology.</li> <li>● I can make positive contributions to a group composition of a popular song.</li> <li>● I can perform some more challenging music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can understand, recognise and identify music theory, key terms and devices studied since September.</li> <li>● I can describe in detail using appropriate terminology how different styles of popular song are constructed</li> <li>● I can make significant contributions to a group composition of a popular song.</li> <li>● I can perform more complex music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion)</li> <li>● I can take on a leader role within my group.</li> </ul>

## Curriculum Planning Document

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

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

The Athletics unit is delivered in Year 7 and Year 8 and is intended to give KS3 students an opportunity to improve their ability in a variety of athletic events (individual activities) by refining their basic techniques, and developing fitness components associated with each discipline.

They will also be exploring the more advanced techniques for each discipline and be taught how to analyse their own and peers' performance, providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into more competitive situations.

### Track

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<p><b><u>Track</u></b></p> <ul style="list-style-type: none"> <li>● I can understand basic running technique.</li> <li>● I can use a 3 point start.</li> <li>● I can state the components of fitness linked with track events.</li> </ul> <p><b><u>Jumps</u></b></p> <ul style="list-style-type: none"> <li>● I can understand how to take off and land in long jump and high jump.</li> <li>● I can use a 1 footed take off and 2 footed landing.</li> <li>● I can state the components of fitness linked with jumping events.</li> </ul> <p><b><u>Throws</u></b></p> <ul style="list-style-type: none"> <li>● I can understand how to generate power in javelin, discus and shot put throws</li> <li>● I can hold a javelin, discus or shot put correctly</li> <li>● I can state the components of fitness linked with throwing events.</li> </ul>
<b>Developing</b>	<p><b><u>Track</u></b></p> <ul style="list-style-type: none"> <li>● I can show and explain how to build and prepare for a sprint using a 4 point start.</li> <li>● I can use pacing to sustain the number of laps required to complete a middle distance run.</li> <li>● I can identify what running events are my strengths and weaknesses.</li> </ul>

	<p><b><u>Jumps</u></b></p> <ul style="list-style-type: none"> <li>● I can show and explain how to take off and land in long jump and high jump.</li> <li>● I can use my arms to improve my jumping heights and distance.</li> <li>● I can identify areas of strength and weakness in long jump and high jump.</li> <li>● I can measure a long jump</li> </ul> <p><b><u>Throws</u></b></p> <ul style="list-style-type: none"> <li>● I can show and explain javelin, shot put and discus throws from a standing position.</li> <li>● I can use my legs to generate maximum power for each throw.</li> <li>● I can identify areas of strength and weakness in javelin, shot put and discuss.</li> <li>● I can explain how to measure the distance of a throw.</li> </ul>
<p><b>Securing</b></p>	<p><b><u>Track</u></b></p> <ul style="list-style-type: none"> <li>● I can demonstrate my tactical ability during a race through deciding when to “kick” or “dip”.</li> <li>● I can use effective decision making when running.</li> <li>● I can suggest how to develop my performance through identifying my weaknesses at different running distances.</li> </ul> <p><b><u>Jumps</u></b></p> <ul style="list-style-type: none"> <li>● I can use advanced skills in jumping, hitch kick in long jump and Fosbury flopping in high jump.</li> <li>● I can measure and set up my approach accurately.</li> <li>● I can suggest how to develop my performance through identifying weaknesses in long jump and high jump.</li> </ul> <p><b><u>Throws</u></b></p> <ul style="list-style-type: none"> <li>● I can use the correct body position with advanced techniques, stance and movement to maximise by throwing distance.</li> <li>● I can use advanced techniques effectively in my approach to a throw, like the glide in shot put and cross over step in javelin.</li> <li>● I can suggest how to develop my performance through identifying weaknesses in javelin, shot put and discus.</li> </ul>
<p><b>Exceeding</b></p>	<p><b><u>Track</u></b></p> <ul style="list-style-type: none"> <li>● I can consistently use my tactical ability during a race through deciding when to “kick” or “dip”.</li> <li>● I can consistently use effective decision making when performing in competition.</li> <li>● I can implement feedback effectively to improve my performance in competitive races.</li> </ul> <p><b><u>Jumps</u></b></p> <ul style="list-style-type: none"> <li>● I can consistently use advanced skills in jumping, a hitch kick in long jump and Fosbury flopping in high jump.</li> <li>● I can measure and set up my approach accurately.</li> <li>● I can implement feedback effectively to improve my performance in competition.</li> </ul>



**Throws**

- I can consistently use the correct body position with advanced techniques, stance and movement to maximise by throwing distance.
- I can consistently use advanced techniques effectively in my approach to a throw, like the glide in shot put and cross over step in javelin.
- I can implement feedback effectively to improve my performance in competitive throwing events.

## Curriculum Planning Document

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

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

**Intent** - Do develop basic cricket skills in order to be able to bat, bowl and field in game situations.

**Implementation** - 6 Core PE lessons taught in mixed gender and ability.

**Impact** - Improved outcomes and ability to move towards competitive cricket

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can understand the technique for overarm bowling and am working on keeping my arm straight on release.</li> <li>● I can hit a ball that is bowled directly to me and am able to run successfully between wickets.</li> <li>● I can demonstrate a range of fielding techniques and am beginning to apply these in competitive situations.</li> <li>● I can catch simple, slow catches.</li> <li>● I can understand some simple rules of the game.</li> <li>● I can make some contributions to the game but only when the ball is close to me.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can bowl with full, correct movement and am developing accuracy towards the stumps.</li> <li>● I can bat using both defensive and attacking techniques. I make contact consistently.</li> <li>● I can field the ball at varying heights/speeds and return to the stumps with accuracy.</li> <li>● I can take higher, more difficult catches.</li> <li>● I can explain the rules of the game, and how a player can be out. I use this effectively in my game play. I contribute well to my team.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can bowl consistently with correct line and length.</li> <li>● I can demonstrate a range of different shots with clear technique and accuracy. I understand how to alter my body position in order to hit the ball into open spaces.</li> <li>● I can field the ball with both hands and return efficiently to the stumps.</li> <li>● I can understand some of the more complex rules of the game.</li> <li>● I can communicate effectively to my team and support other members.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can bowl confidently with disguise, swing and varying speeds.</li> <li>● I can adapt shots based on the ball that is bowled to me. I make tactical decisions about where to place the ball and am effective when doing so.</li> <li>● I can field in a variety of positions using different techniques effectively. My catching is extremely effective and I am confident with all catches, on either hand.</li> <li>● I can understand the umpire's calls and signals. I have a full tactical understanding of my role and make a significant contribution to the game.</li> </ul>

## Curriculum Planning Document

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

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

- Students consider the question, 'how do we know how to be moral?' and study a range of different ethical viewpoints.
- Students will be able to explain the ethical thinking behind solving moral dilemmas and how laws and society have been influenced by ethical theories.
- Students will develop debating and analysis skills in relation to evaluating the strengths and weaknesses of ethical theories.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• I can identify who created Situation ethics</li> <li>• I can describe what agape means</li> <li>• I can outline the 10 Commandments</li> <li>• I can identify who created the theory of Utilitarianism.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• I can define and describe the theory of Utilitarianism.</li> <li>• I can describe the Divine Command theory.</li> <li>• I can explain the Divine Command theory using examples from Christianity.</li> <li>• I can explain how Humanists make morally correct decisions.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>• I can explain why the theory of situation ethics was developed.</li> <li>• I can explain the importance of agape love in relation to situation ethics.</li> <li>• I can explain the strengths and weaknesses of Utilitarianism.</li> <li>• I can explain the strengths and weaknesses of ethical theories.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>• I can evaluate the importance of situation ethics in relation to moral decision making.</li> <li>• I can explain the weaknesses of situation ethics.</li> <li>• I can compare and contrast situation ethics to other ethical theories and provide examples to support my point.</li> <li>• I can analyse the effectiveness of ethical theories towards moral decision making.</li> </ul>

## Student Feedback Document

<b>Subject</b>	<b>Spanish</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>Module 5 Operación Verano; Summer 2</b>

Aims of this unit
<p><b>Intent:</b> Students revise rules of grammar; three tense awareness and the key vocabulary and sentence patterns about the going to a summer camp and taking part in outward bound activities.</p> <p><b>Implementation:</b> Viva Book 2, Module 5, teacher-led instruction on language production for all 5 skills and independent student activities to practise the language;</p> <p><b>Impact:</b> Students are able to use their skills and acquisition of language from year 7 and 8 in order to build sentences with confidence using three tenses, connectives, time phrases, colloquial expressions and exclamations to sound more authentic.</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 <b>with</b> 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> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can listen to short phrases and understand one main point of the speaker.</li> <li>● I can hold a short conversation <b>without</b> help sheets and express simple opinions with reasons there may be errors in my 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 but there may be some errors.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can listen to short phrases and understand two or more out of : main point/ opinion/reasons of the speaker.</li> <li>● I can hold a short conversation without help sheets and express opinions with reasons in various ways, my grammar and verb endings are mostly accurate</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, the opinions with reasons and can infer an extra detail.</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 plus time frames and complex sentences</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>English</b>
<b>Year group</b>	<b>Year 8</b>
<b>Unit Title</b>	<b>The Invisible Man</b>

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

- To read and understand a piece of 19<sup>th</sup> Century fiction, and be able to include context in their written responses
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To write critically and analytically about the language and structure of a text, using evaluation to compare extracts and writers' intentions
- use discussion in order to learn – elaborating on and explain clearly their understanding and ideas

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<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> </ul>

	<ul style="list-style-type: none"> <li>● I am developing accurate spelling of complex words and those containing irregular patterns</li> </ul>
<b>Securing</b>	<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>
<b>Exceeding</b>	<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>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Straight Line Graphs</b>

Aims of this unit, include <b>Intent/ Implementation / Impact</b>
<ul style="list-style-type: none"> <li>- To be able to recognise direct proportion</li> <li>- To be able to plot straight line graphs</li> </ul>

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can plot graphs and read values to solve problems</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can recognise when values are in direct proportion</li> <li>● I can plot a straight-line graph and work out its gradient</li> <li>● I can plot the graphs of linear functions</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can find midpoints of line segments</li> <li>● I can identify and describe practical examples of direct proportion</li> <li>● I can find the y-intercept of a straight-line graph</li> <li>● I can plot graphs using the gradient and y-intercept.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can write the equations of straight line graphs in the form <math>y = mx + c</math></li> <li>● I can solve problems involving direct proportion with or without a graph</li> <li>● I can identify parallel and perpendicular lines</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	Science - Physics
<b>Year group</b>	Year 8
<b>Unit Title</b>	<u>Unit 22 - Energy</u>

Aims of this unit
<p><b>Intent:</b> The aim of this unit is to give students further knowledge of energy, building on their year 7 energy stores unit.</p> <p><b>Implementation:</b> During this topic, students will learn more about a variety of different applications of energy, in particular linking with objects changing temperature. They will learn about conduction, convection, radiation and how these relate to particles inside substances.</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 define the term work in relation to heating</li> <li>● I can use a thermometer to measure temperature</li> <li>● I can define the term temperature</li> <li>● I can state hazards of using heat</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can state the difference between energy and temperature</li> <li>● I can describe what happens when you heat up solids, liquids and gases in terms of particles</li> <li>● I can describe different ways to insulate in terms of conduction, convection and insulation</li> <li>● I can define the terms conduction, convection and radiation</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can calculate work in relation to heating</li> <li>● I can explain conduction and convection in terms of the movement of particles</li> <li>● I can describe sources of conduction, convection and radiation for transferring thermal energy</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can explain the term absolute zero</li> <li>● I can explain the term equilibrium in terms of temperature and energy</li> <li>● I can explain ways of reducing the transfer of heat using conduction, convection and radiation</li> </ul>



## Curriculum Planning Document

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

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

- Read high quality poetry from English literature, both pre-1914 and contemporary
- To make inferences and refer to evidence in the text
- To understand how to write a comparative essay

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<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>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Percentages, decimals and fractions</b>

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

- **To be able to recall and recognise fractions and decimals**
- **To be able to calculate percentages using different methods**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can recall equivalent fractions and decimals</li> <li>● I can recognise recurring and terminating decimals</li> <li>● I can recall equivalent fractions, decimals and percentages</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can order fractions by converting them to decimals or equivalent fractions.</li> <li>● I can work out one number as a percentage of another</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can use different methods to find equivalent fractions, decimals and percentages</li> <li>● I can use the equivalence of fractions, decimals and percentages to compare proportions</li> <li>● I can work out percentage increase and decrease</li> <li>● I can use a multiplier to calculate percentage increase and decrease</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can use the unitary method to solve percentage problems</li> <li>● I can use strategies for calculating fractions and decimals of a given number</li> <li>● I can use mental strategies of conversion and equivalence of fractions, decimals and percentages to solve word problems mentally</li> <li>● I can change a recurring decimal into a fraction</li> <li>● I can work out an original quantity before a percentage increase or decrease</li> <li>● I can calculate percentage change</li> <li>● I can calculate the effect of repeated percentage changes</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b><u>Music</u></b>
<b>Year group</b>	<b><u>8</u></b>
<b>Unit Title</b>	<b><u>In At The Deep End</u></b>

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

- Revise theory learned so far.
- Understand the different textural and structural elements of a song/popular song.
- Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can understand some music theory, key terms and devices studied since September.</li> <li>● I can recognise some different styles of music.</li> <li>● I can make some contribution with guidance to a group performance of a popular song.</li> <li>● I can perform simple parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can understand and identify some music theory, key terms and devices studied since September.</li> <li>● I can state some different styles and genres of music using some appropriate terminology.</li> <li>● I can make some contribution to a group performance of a popular song.</li> <li>● I can perform simple parts on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can understand, recognise and identify most music theory, key terms and devices studied since September.</li> <li>● I can describe key elements of different styles and genres of music using appropriate terminology.</li> <li>● I can make positive contributions to a group performance of a popular song.</li> <li>● I can perform some more challenging music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion).</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can understand, recognise and identify music theory, key terms and devices studied since September.</li> <li>● I can describe in detail using appropriate terminology how different styles and genres of music are constructed</li> <li>● I can make significant contributions to a group performance of a popular song.</li> <li>● I can perform more complex music on a chosen instrument; (keyboard, ukulele, guitar, voice or percussion)</li> <li>● I can take on a leader role within my group.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	Science - Physics
<b>Year group</b>	Year 8
<b>Unit Title</b>	<u>Unit 21 - Electromagnets</u>

Aims of this unit
<p><b>Intent:</b> The aim of this unit is to give students an introductory knowledge of magnetism and how we use it.</p> <p><b>Implementation:</b> This topic is split into two halves, magnetism and electromagnetism. This will therefore enable students to learn about a magnets, their properties, electromagnets and how we use them in the real world.</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 state some uses of magnets</li> <li>● I can state the difference between a magnet and an electromagnet</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can describe how magnets interact.</li> <li>● I can describe the shapes of magnetic fields using field lines.</li> <li>● I can describe how to make an electromagnet.</li> <li>● I can describe some uses of electromagnets</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can describe the Earth's magnetic field</li> <li>● I can describe how to change the strength of an electromagnet</li> <li>● I can describe ho to change the direction of an electromagnet</li> <li>● I can draw field lines around a bar magnet by using a plotting compass</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● I can explain what causes the Earth's magnetic field</li> <li>● I can describe how the magnetic field strength due to a current carrying wire varies with distance from the wire.</li> <li>● I can describe how an electric bell, circuit breaker, or loudspeaker works.</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	<b>Mathematics</b>
<b>Year group</b>	<b>8</b>
<b>Unit Title</b>	<b>Statistics, graphs and charts</b>

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

**- To be able to identify different types of data, create and analysis the data in different formats**

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can identify sources of primary and secondary data</li> <li>● I can choose a suitable sample size and what data to collect</li> <li>● I can identify factors that may affect data collection and plan to reduce bias</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Everything in emerging and...</li> <li>● I can design a good questionnaire</li> <li>● I can design and use data collection sheets and tables</li> <li>● I can draw and interpret two-way tables</li> <li>● I can calculate the mean from a simple frequency table</li> <li>● I can draw scatter graphs</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● Everything in developing and...</li> <li>● I can interpret simple pie charts</li> <li>● I can calculate angles and draw pie charts</li> <li>● I can draw and interpret stem and leaf diagrams with different stem values</li> <li>● I can find mode, median and range from stem and leaf diagrams, and comparing them for different data sets</li> <li>● I can draw line graphs to compare sets of data</li> <li>● I can decide on the most appropriate average to use</li> <li>● I can describe types of correlation</li> <li>● I can draw a line of best fit by eye on a scatter graph</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>● Everything in securing and...</li> <li>● I can tally data into a grouped frequency table, design a grouped frequency table, using <math>a \leq x &lt; b</math> notation, find modal class and estimate range</li> <li>● I can compare data using averages and range, including mean calculated from frequency table</li> <li>● I can compare data using the shape of a line graph or pie chart</li> <li>● I can identify graphs and charts that are misleading because of the scales used and missing axis labels, mainly in financial contexts</li> </ul>

## Curriculum Planning Document

<b>Subject</b>	Science
<b>Year group</b>	8
<b>Unit Title</b>	Metals and acids

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

**Intent** Students to be able to understand how metals react differently with different substances. Students should be confident in hazard awareness of acids and alkalis as well as being able to describe the differences.

**Implementation** The unit will first focus on the chemical reactions in as a whole and then teach acids, alkalis and indicator. The next stage is to teach metals and reactivity with oxygen, water, and acids.

**Impact** Students should have a broader understanding of metal and their reactivity to be able to apply this into real world situations. 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.

	<b>Skills / Knowledge / Understanding/ Application / Evaluation</b>
<b>Emerging</b>	<ul style="list-style-type: none"> <li>● I can describe some features of chemical reactions.</li> <li>● I can record simple observations from practical work.</li> <li>● I can name some common properties of acids and alkalis.</li> <li>● I can state that acids have a pH below 7, neutral solutions have a pH of 7, and alkalis have a pH above 7.</li> <li>● I can describe, in simple terms, what the key words 'concentrated' and 'dilute' mean.</li> <li>● I can describe what happens when metals react with acids.</li> <li>● I can state the type of substances made when an acid and alkali react.</li> <li>● I can state what the arrow means in a word equation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● I can Identify the best indicator to distinguish between solutions of different pH, using data provided.</li> <li>● I can use data and observations to determine the pH of a solution and explain what this shows.</li> <li>● I can explain how neutralisation reactions are used in a range of situations.</li> <li>● I can describe a method for how to make a neutral solution from an acid and alkali.</li> <li>● I can describe an oxidation, displacement, or metal acid reaction with a word equation.</li> <li>● I can use particle diagrams to represent oxidation, displacement and metal-acid reactions. Identify an unknown element from its physical and chemical properties.</li> <li>● I can place an unfamiliar metal into the reactivity series based on information about its reactions.</li> </ul>
<b>Securing</b>	<ul style="list-style-type: none"> <li>● I can deduce whether described change is a physical change or a chemical reaction.</li> <li>● I can explain how neutralisation reactions are used in a range of situations.</li> <li>● I can identify the best indicator to distinguish between solutions of different pH, using data provided.</li> <li>● I can explain how neutralisation reactions are used in a range of situations.</li> <li>● I can classify the products obtained when typical metal and non-metal elements react with oxygen.</li> <li>● I can predict the names of the products formed in a metal-acid reaction, and describe the</li> </ul>

	<p>reaction with a word equation or represent it with a particle diagram.</p> <ul style="list-style-type: none"> <li>I can use word equations and particle diagrams to represent displacement reactions.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can give the names of an acid and an alkali, work out the name of the salt produced when they react.</li> <li>I can deduce the hazards of different alkalis and acids using data about their concentration and pH.</li> <li>I can estimate the pH of an acid based on information from reactions.</li> <li>I can deduce the physical or chemical changes a metal has undergone from its appearance.</li> <li>I can justify the use of specific metals and non-metals for different applications, using data provided.</li> <li>I can deduce a rule from data about which reactions will occur or not, based on the reactivity series.</li> </ul>