

Curriculum Planning Document

Subject	Mathematics
Year group	8
Unit Title	Calculating with fractions

Aims of this unit, include Intent/ Implementation / Impact
- To be able to solve calculations with fractions

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can add and subtract fractions with any size denominator ● I can write one amount as a fraction of another
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can multiply integers and fractions by a fraction ● I can use appropriate methods for multiplying fractions ● I can use strategies for dividing fractions
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can convert fractions to decimals ● I can find the reciprocal of a number ● I can divide integers and fractions by a fraction ● I can use the four operations with mixed numbers
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can recognise fractional equivalents to important recurring decimals ● I can recognise which denominators of simple fractions produce recurring decimals

Curriculum Planning Document

Subject	Mathematics
Year group	8
Unit Title	Lines and angles

Aims of this unit, include Intent/ Implementation / Impact
<ul style="list-style-type: none"> - To be able to identify facts about quadrilaterals - To be able to identify and solve angle problems

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can match quadrilaterals to their descriptions
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can use known facts about quadrilaterals to solve problems ● I can use alternate angles to find unknown angles ● I can identify corresponding angles
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can use reasoning to complete mathematical proofs ● I can solve geometrical problems using side and angle properties of triangles and quadrilaterals ● I can calculate the sum of the interior and exterior angles of a polygon
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can solve problems using properties of angles in parallel and intersecting lines ● I can calculate the interior and exterior angles of a polygon ● I can find unknown angles by forming and solving equations ● I can solve geometrical problems showing reasoning

Curriculum Planning Document

Subject	Mathematics
Year group	8
Unit Title	Decimals and ratio

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

- **To be able to order and calculate with decimals**
- **To understand and solve problems using ratios, decimals and proportion**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can add and subtract decimals ● I can round whole numbers ● I can order positive decimals
Developing	<ul style="list-style-type: none"> ● Everything in emerging and... ● I can round decimal numbers ● I can write large numbers as a decimal number of millions ● I can order negative decimals ● I can multiply larger numbers ● I can multiply decimals with up to two decimal places ● I can add and subtract decimals of any size
Securing	<ul style="list-style-type: none"> ● Everything in developing and... ● I can use the symbols > and < between two negative decimals. ● I can multiply any number by 0.1 and 0.01 ● I can multiply and divide by decimals ● I can use ratios involving decimals ● I can use unit ratios
Exceeding	<ul style="list-style-type: none"> ● Everything in securing and... ● I can divide by 0.1 and 0.01 ● I can solve proportion problems involving decimals ● I can solve engineering problems using ratio and proportion

Curriculum Planning Document

Subject	Spanish
Year group	Year 8
Unit Title	A comer!; Viva 2; Module 3

Aims of this unit
<p>Intent: To understand and produce language to give opinions about food, to study cultural and gastronomic customs of meal times and celebrations in Mexico and to plan for a future party.</p> <p>Implementation: Viva Book 2, Module 3, direct teacher instruction and practice of all four languages skills.</p> <p>Impact: Students make links with home life about typically Hispanic foods they have eaten, they practice sequencing with an account of meal times in the present and past tenses and use the future tense to plan for a party.</p>

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

Curriculum Planning Document

Subject	Spanish
Year group	Year 8
Unit Title	¿Qué hacemos? ; Viva 2; Module 4

Aims of this unit
<p>Intent: To understand and produce language to plan, make arrangements and get ready for an outing; name places around town; use three tenses to give an account of a sporting event.</p> <p>Implementation: Viva Book 2, Module 4, direct teacher instruction and practice of all four languages skills.</p> <p>Impact: Students gain confidence in conversation and role play, recognise endings of tenses which prepares them very well for the GCSE course in Year 9.</p>

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

Curriculum Planning Document

Subject	PRE
Year group	8
Unit Title	Was the world created by a God?

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

The aim of this unit is to ensure that students have developed their knowledge in understanding the different religious and non-religious views of how the world came into existence. By the end of this module, students should be confident in explaining key aspects of the Genesis story and scientific explanations such as the big bang theory. Students will also be able to understand philosophical arguments such as the Intelligent Design argument.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • I can describe the Genesis story. • I can state what happened on each day of the Genesis story. • I can describe the big bang theory and the theory of evolution. • I can name and describe the different qualities of God. • I can describe the Hindu creation story.
Developing	<ul style="list-style-type: none"> • I can explain the literal and non-literal interpretations of the Genesis story. • I can describe how religious believers can believe in both the big bang theory and Genesis story. • I can describe how the existence of God can be questioned in relation to evil and suffering. • I can explain what happened in the Hindu creation story. • I can explain the significance of the trimurti in relation to the Hindu creation story.
Securing	<ul style="list-style-type: none"> • I can explain why the Genesis story has different interpretations and make inferences from sources of wisdom to support the different interpretations. • I can explain the key points in William Paley's Design argument and explain why religious believers accept this theory. • I can evaluate the importance of scientific evidence in questioning the validity of religious explanations to the existence of the world and of evil and suffering. • I can explain the symbolism behind the Hindu creation story and the role of each Hindu God. • I can identify the similarity and differences between the Genesis story and the Hindu creation story.
Exceeding	<ul style="list-style-type: none"> • I can evaluate the importance of the Genesis story and whether it is a reliable piece of evidence to teach Christians about the nature of God. • I can evaluate how the big bang theory and theory of evolution questions the existence of God and can provide explanations for evil and suffering. • I can evaluate how key aspects of William Paley's Design argument can both support and reject the Genesis story and the existence of God.

	<ul style="list-style-type: none">• I can evaluate whether the Hindu creation story is more symbolic than true in nature.• I can evaluate the similarities and differences between the Hindu creation story, Genesis story and scientific explanations to the creation of the world.
--	---

Curriculum Planning Document

Subject	<u>Music</u>
Year group	<u>8</u>
Unit Title	<u>UNIT 2 – 4-Chord Challenge! Popular Music</u>

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

- To explore the genres of popular music.
- Listen to and compare different styles.
- Perform in an ensemble.
- To consider the idea of entertainment.
- Use a given model to develop their individual performance.
- To understand how to construct a song over a 4-chord progression.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can recognise and name some notes, rests and pitches in the treble. ● I can build on my understanding of how triad chords are constructed. ● I can state some different styles of popular music ● I can perform or sing simpler parts to one of the prescribed 4-chord songs. ● I can develop my composing skills using music software.
Developing	<ul style="list-style-type: none"> ● I can recognise and name most notes, rests and pitches in the treble and bass clef. ● I can build on my understanding of how chords I, IV, V and VI of C Major are constructed. ● I can state different styles of popular music. ● I can perform or sing simpler parts to one of the prescribed 4-chord songs as part of an ensemble. ● I can develop my composing skills using music software.
Securing	<ul style="list-style-type: none"> ● I can recognise and name notes, rests and pitches in the treble and bass clef. ● I can understand how chords I, IV, V and VI of C Major are constructed. ● I can identify different styles of popular music from listening. ● I can perform or sing one of the prescribed 4-chord songs as part of an ensemble. ● I can create my own ideas for a song over a 4-chord progression using music software.
Exceeding	<ul style="list-style-type: none"> ● I can recognise and accurately name notes, rests and pitches in the treble and bass clef ● I can understand how chords I, IV, V and VI of C, G and D Major are constructed. ● I can identify and analyse different styles of popular music. ● I can perform or sing more complex music from one of the prescribed 4-chord songs as part of an ensemble. ● I can successfully compose my own 4-chord song using music software.

Curriculum Planning Document

Subject	History
Year group	Year 8
Unit Title	Topics <ul style="list-style-type: none"> Why did Britain abolish the trade of enslaved people in the nineteenth century? Causation Why did women gain the vote by 1928? Causation, Writing a speech

Aims of this unit, include Intent/ Implementation / Impact
<p>All history lessons are taught through enquires. In this term students build on prior knowledge from first units. Firstly, students develop their understanding of Britain's involvement of the Transatlantic slave trade, what it was like to be enslaved and why it came of an end. By the end of the enquiry students need to be able to explain why the trade of enslaved people was abolished. Students will then build an understanding of why women were able to gain the vote by 1928. Students study 3 main causes behind this – Suffragettes, Suffragist and World War One. The outcome activity is for students to write a speech that they will deliver to the class. Students spend time learning how to create an argument to persuade. 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.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> I can make some inferences from historical sources to describe why Britain abolished the enslavement of Africans. I can make some observations from scholarship to describe how women gained the right to vote I can use simple and generalised knowledge in my writing to answer the enquiry questions I can describe the actions of the Suffragists and Suffragettes to help women gain the right vote I can use some causation vocabulary to explain how abolition occurred and why women gained the right to vote I can deliver a speech to my class on women's suffrage I can start to make simple judgements about why trade of enslaved people was abolished and how women gained the right to vote.
Developing	<ul style="list-style-type: none"> I can make some inferences from historical sources to describe why Britain abolished the enslavement of Africans. I can make some observations from scholarship to describe how women gained the right to vote I can use simple and generalised knowledge in my writing to answer the enquiry questions I can describe the actions of the Suffragists and Suffragettes to help women gain the right vote I can use some causation vocabulary to explain how abolition occurred and why women gained the right to vote I can deliver a speech to my class on women's suffrage which argues which cause was the main reason I can start to make simple judgements why trade of enslaved people was abolished and how women gained the right to vote.
Securing	<ul style="list-style-type: none"> I can make accurate inferences from historical sources to describe why Britain abolished the enslavement of Africans. I can make accurate observations from scholarship to describe how women gained the right to vote

	<ul style="list-style-type: none"> ● I can use accurate knowledge in my writing to answer the enquiry questions ● I can explain what actions of the Suffragists and Suffragettes to help women gain the right vote ● I can regularly use causation vocabulary to explain how abolition occurred and why women gained the right to vote ● I can deliver a speech to my class on women's suffrage which argues which cause was the main reason ● I can make accurate judgments about why trade of enslaved people was abolished and how women gained the right to vote. ● I can make simple evaluation statements about the evidence I have learnt and ask some questions about its merits
Exceeding	<ul style="list-style-type: none"> ● I can make precise and relevant inferences from historical sources to describe why Britain abolished the enslavement of Africans. ● I can make precise and relevant observations from scholarship to describe how women gained the right to vote ● I can use precisely selected accurate knowledge in my writing to answer the enquiry questions ● I can explain what actions of the Suffragists and Suffragettes to help women gain the right vote and how WW1 helped and hindered the movement ● I can use a variety of causation vocabulary to explain how abolition occurred and why women gained the right to vote ● I can deliver a speech to my class on women's suffrage which argues which cause was the main reason and use a range of speech techniques ● I can make coherent, logical and accurate judgments about why trade of enslaved people was abolished and how women gained the right to vote. ● I can make evaluation statements about the evidence I have learnt and ask questions about its merits

Curriculum Planning Document

Subject	<u>Geography</u>
Year group	<u>Year 8</u>
Unit Title	<u>Natural Hazards</u>

Aims of this unit, include Intent/ Implementation / Impact
<p>KS3 Geography Assessment Objectives:</p> <p>AO1 Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2 Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes</p> <p>AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to develop geographical enquiry.</p> <p>*Mathematical skills</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • AO1 I can describe the Earth's internal structure • AO1 I can identify different types of tectonic plate boundaries • AO1 I can describe what an earthquake and a tsunami is • AO1 I can describe what a volcano is • AO2 I can suggest a reason why people might choose to live near tectonic hazards • AO2 I can suggest a method of reducing the risk of earthquake impacts
Developing	<ul style="list-style-type: none"> • AO1 I can describe each layer of the Earth's internal structure • AO1 I can describe what convection currents are • AO2 I can explain how plates move at different types of tectonic plate boundaries • AO1 I can describe the causes of an earthquake and a tsunami • AO1 I can describe the causes of a volcanic eruption • AO2 I can explain three reasons why people might choose to live near tectonic hazards • AO2 I can explain a method of reducing the risk of earthquake impacts
Securing	<ul style="list-style-type: none"> • AO2 I can explain the characteristics of each layer of the Earth's internal structure • AO2 I can explain how convection currents cause the movement of tectonic plates • AO2 I can explain how plates move at different types of tectonic plate boundaries • AO1 I can identify landforms found at different tectonic plate boundaries • AO2 I can explain how earthquakes, volcanoes and tsunamis occur, and how these hazards vary at different types of plate boundary. • AO3* I can describe the spatial distribution of tectonic hazards • AO2 I can explain the factors why people choose to live near tectonic hazards and categorise them into 'environmental', 'economic' and 'social'. • AO2 I can explain how earthquake-proof buildings and other methods can reduce the impacts on earthquakes.
Exceeding	<ul style="list-style-type: none"> • AO2 I can explain the characteristics of each layer of the Earth's internal structure • AO2 I can explain how convection currents cause the movement of tectonic plates • AO2 I can explain how plates move at different types of tectonic plate boundaries • AO2 I can explain the formation of landforms found at different tectonic plate boundaries • AO2 I can explain how earthquakes, volcanoes and tsunamis occur, and how these hazards vary at different types of plate boundary. • AO3* I can describe and explain the spatial distribution of tectonic hazards • AO3 I can evaluate the most significant factors why people choose to live near tectonic hazards and categorise them into 'environmental', 'economic' and 'social'. • AO3 I can evaluate how earthquake-proof buildings and other methods of mitigation and adaptation can reduce the impacts on earthquakes.

Curriculum Planning Document

Subject	<u>Geography</u>
Year group	<u>Year 8</u>
Unit Title	<u>Africa</u>

Aims of this unit, include Intent/ Implementation / Impact
<p>KS3 Geography Assessment Objectives:</p> <p>AO1 Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2 Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes</p> <p>AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to develop geographical enquiry.</p> <p>*Mathematical skills</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • AO1 I can describe the location of Africa on a political • AO1 I can describe what development means • AO1* I can identify a choropleth map • AO1 I can identify at least one physical landscape found in Africa • AO1 I can state what HIC, NEE and LIC means and identify at least 2 NEEs
Developing	<ul style="list-style-type: none"> • AO1 I can describe the location of Africa on a political map with examples of specific countries • AO1 I can identify misconceptions about Africa • AO1 I can use specific indicators to describe what development means • AO1* I can identify the purpose of a choropleth map using the key • AO1 I can identify at least one physical landscape found in Africa with key features • AO2 I can identify at least 2 NEEs and suggest why they are classified as such
Securing	<ul style="list-style-type: none"> • AO2 I can explain how colonisation has influenced Africa with examples • AO2 I can identify and challenge misconceptions about Africa • AO3* I can analyse data to identify different levels of development • AO1* I can identify the purpose of a choropleth map and identify key features • AO1 I can identify and locate at least one physical landscape found in Africa with key features • AO2 I can describe the physical and human causes of development
Exceeding	<ul style="list-style-type: none"> • AO3 I can explain the political history of Africa and suggest how this has influenced development • AO2 I can explain why misconceptions about Africa occur and challenge these with confidence • AO3* I can analyse data to indicate levels of development in different countries and begin to assess the successes and failures of different measures of development • AO1* I can use a choropleth map to answer questions about a particular theme • AO1 I can distinguish between different African landscapes by using specific locational and environmental differences • AO3 I can explain why a country is more or less developed based on human and physical influences

Curriculum Planning Document

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

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

Curriculum Planning Document

Subject	English
Year group	Year 8
Unit Title	Short Stories

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

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

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

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

Curriculum Planning Document

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

Aims of this unit, include Intent/ Implementation / Impact
<p>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.</p>

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

<p>Exceeding</p>	<ul style="list-style-type: none"> • 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 • I can produce a variety of complicated 3D shapes in isometric which are well drawn as well as rendered • I can describe all the main stages of manufacture in detailed full sentences and in the correct order • I can label all tools, equipment and processes • I can demonstrate how to be safe in the workshop and implement the H&S rules to others • I can create a box using a five finger joint using a high level of skill • I can successfully and independently solder components for my circuit to make the light work • I can finish my product to a high standard so there are no holes and it is smooth to touch
-------------------------	---

Curriculum Planning Document

Subject	<u>Drama</u>
Year group	<u>8</u>
Unit Title	<u>Guernica</u>

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

This unit intends to introduce students to learning about and performing abstract theatre. Guernica provides an accessible entry for all students when first approaching the use of abstract theatre in Drama. Students will use the foundation knowledge they developed in the first term and first year and apply this to the stimulus of Guernica by Pablo Picasso. The use of narration, mirroring, movement sequences, soundscapes and thought-tracking are integral to developing an understanding of abstract theatre. For students wanting to exceed expectations, they should also be aware of the origins of abstract theatre and how to perform whilst following the directorial instruction, with or without sound. They may also find researching theatre companies, such as Frantic Assembly, of interest and inspiration - a company heavily embedded in the KS4 and KS5 schemes of learning, giving KS3 students a headstart before choosing their GCSEs. Each lesson aims to provide all students with an opportunity to extend their learning through 'Champion Tasks', that provide stretch and challenge opportunities appropriately scaffolded for classes. The impact of this will be a secondary knowledge of the subject and its varying performance types, along with improved analytical, evaluative, creative thinking and communication skills.

This unit will be assessed through a performance and a short written task.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can use rehearsal time to devise naturalistic scenes based on the given topic ● I can state <i>some</i> of the techniques introduced this half term and apply <i>some</i> to a performance ● I know what a stimulus is and can state my initial thoughts and feelings verbally ● I can perform on stage in front of others with <i>limited</i> physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Developing	<ul style="list-style-type: none"> ● I can use rehearsal time to devise naturalistic scenes based on the given topic, with consideration to abstract techniques, <i>e.g. physical theatre, deconstructed monologue, movement sequences</i> ● I can state <i>most</i> of the techniques introduced this half term and apply <i>some</i> to a performance ● I know what a stimulus is and can demonstrate my initial thoughts and feelings practically ● I can perform on stage in front of others with <i>adequate</i> physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Securing	<ul style="list-style-type: none"> ● I can use rehearsal time to devise naturalistic and abstract scenes based on the given topic ● I can state <i>all</i> of the techniques introduced this half term and apply <i>some</i> to a performance ● I know what a stimulus is and can apply my initial thoughts and feelings to a naturalistic scene ● I can perform on stage in front of others with <i>secure</i> physical and vocal control that is <i>mostly</i> sustained ● I can participate as an audience member to analyse and evaluate a performance

Exceeding

- I can use rehearsal time to devise *and direct* naturalistic and abstract scenes based on the given topic
- I can state *all* of the techniques introduced this half term and apply *all* to a performance
- I know what a stimulus is and can apply my initial thoughts and feelings to a naturalistic/abstract scene
- I can perform on stage in front of others with *secure* physical and vocal control that is *always* sustained
- I can participate as an audience member to analyse and evaluate a performance

Curriculum Planning Document

Subject	<u>Drama</u>
Year group	<u>8</u>
Unit Title	<u>Shakespeare Studies</u>

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

This unit will cover various Shakespeare plays over the 6 weeks of study, exposing students to a breadth of the playwright's work. Students have previously studied Romeo and Juliet in Spring 2 of Year 7, and will begin to work with texts such as The Tempest, Hamlet and Macbeth with a more modern approach. The contemporary approach to this unit will allow students to explore an alternative route into the classic plays, making the concepts and characters more accessible. There is also an emphasis on abstract analysis and creation in this unit, including lessons that promote the use of soundscapes, cannon, chorus and proxemics. Students will be given a large amount of independence in this unit to explore a text of choice as part of their end of unit assessment, with those who wish to excel being given an unseen text (*Othello, A Midsummer Nights Dream, The Merchant of Venice*) to challenge their analysis and performance skills. Each student will complete an end of unit performance and short written task to evaluate their progress.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can analyse a Shakespeare play and state key themes, characters and/or concepts ● I can perform a key extract in a naturalistic style from <i>some</i> of the texts ● I can demonstrate <i>some</i> abstract techniques that <i>could</i> be used in a performance of a key extract ● I can perform on stage in front of others with <i>limited</i> physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Developing	<ul style="list-style-type: none"> ● I can analyse a Shakespeare play and state <i>most</i> key themes, characters and/or concepts ● I can perform a key extract in a naturalistic style from <i>most</i> of the texts ● I can demonstrate <i>most</i> abstract techniques that <i>could</i> be used in a performance of a key extract ● I can perform on stage in front of others with <i>adequate</i> physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Securing	<ul style="list-style-type: none"> ● I can analyse a Shakespeare play and state <i>all</i> key themes, characters and/or concepts ● I can perform a key extract in a naturalistic style from <i>all</i> of the texts ● I can demonstrate <i>most</i> abstract techniques that <i>could</i> be used in a performance of a key extract ● I can perform on stage in front of others with <i>secure</i> physical and vocal control that is <i>mostly</i> sustained ● I can participate as an audience member to analyse and evaluate a performance
Exceeding	<ul style="list-style-type: none"> ● I can analyse a Shakespeare play and state <i>all</i> key themes, characters and/or concepts and explain their significance ● I can perform a key extract in a naturalistic and abstract style from <i>all</i> of the texts ● I can demonstrate <i>all</i> abstract techniques that <i>could</i> be used in a performance of a key extract ● I can perform on stage in front of others with <i>secure</i> physical and vocal control that is <i>always</i> sustained ● I can participate as an audience member to analyse and evaluate a performance

Curriculum Planning Document

Subject	Computing
Year group	8
Unit Title	Introduction to Python Programming

Aims of this unit
<p>This unit introduces students to text-based programming with Python.</p> <p>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.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • I can state what an algorithm is • I can write simple Python programs that display messages • I can write simple Python programs to perform calculations using one arithmetic operator • I can explain what selection is. • I can state why loops are used in programming
Developing	<ul style="list-style-type: none"> • I can state what an algorithm is and how they differ from programs • I can write simple Python programs that display messages and assign values to variables. • I can use simple arithmetic expressions in assignment statements to calculate values • I can interpret code using selection • I can interpret programs using while statements
Securing	<ul style="list-style-type: none"> • I can describe what algorithms and programs are and how they differ • I can write simple Python programs what display messages, assign values to variables, and receive keyboard input • I can receive input from the keyboard and convert it to a numerical value • I can write Python programs to use selection (if, else statements) to control the flow of program execution • I can describe how iteration (while statements) controls the flow of program execution
Exceeding	<ul style="list-style-type: none"> • I can recall that a program written in a programming language needs to be translated in order to be executed by a machine • I can locate and correct common syntax errors • I can use libraries to generate and use random integers • I can use variables as counters in iterative programs

Curriculum Planning Document

Subject	<u>Mandarin</u>
Year group	<u>Year 8</u>
Unit Title	<u>School</u>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> Listening: I can recognise some words about school subjects. I can recognise some opinions. Reading: I can recognise some characters about school subjects. I can recognise some characters about numbers. Speaking: I can say some school subjects in Mandarin. I can say numbers 1 to 12 in Mandarin. Writing: I can write some school subjects in pinyin.
Developing	<ul style="list-style-type: none"> Listening: I can understand simple sentences about school subjects. Reading: I can read simple sentences about school subjects. I can read times in Chinese characters. Speaking: I can say sentences about school subjects I like. I can say some times in Chinese. Writing: I can write some school subjects in characters.
Securing	<ul style="list-style-type: none"> Listening: I can understand sentences about school subjects, including with 因为 to justify opinions. Reading: I can read shorter sentences with time phrases. Speaking: I can say sentences about school subjects I like, and I can ask others what school subjects they like. I can say sentences using time phrases. Writing: I can write simple sentences about school subjects in characters.
Exceeding	<ul style="list-style-type: none"> Listening: I can understand longer sentences with time phrases and connectives. Reading: I can read longer sentences with time phrases and connectives. Speaking: I can say sentences about school subjects I like and I can justify my opinion with reasons. I can ask others what school subjects they like. I can ask questions using time phrases. Writing: I can write longer sentences about school subjects in characters, including 因为 to justify my opinions.

8.2 Chemistry - Types of reactions

Subject	Science
Year Group	8
Unit Title	Types of Reactions

Aims of this unit:

Intent For students to learn the foundations of chemical reactions: how we express them, what is happening at the particle level, their applications and usefulness.

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
Emerging	<ul style="list-style-type: none"> I can identify the reactants and products in a word equation. I can tell you that combustion means burning. I can tell you fuels contain energy. I can identify one example of an exothermic reaction.
Developing	<ul style="list-style-type: none"> I can identify the reactants and products in a reaction I can define combustion, fossil fuel, non-renewable. I can identify evidence a chemical reaction has taken place. I can tell you fuels contain energy. I can identify one example of an exothermic reaction and an endothermic reaction
Securing	<ul style="list-style-type: none"> I can predict the products of the combustion or thermal decomposition of a given reactant and show the reaction as a word equation. I can explain the conservation of mass. I can define combustion, fossil fuel, non-renewable, non-renewable, thermal decomposition. I can explain why fossil fuels are bad for the environment. Explain why a reaction is an example of combustion or thermal decomposition. I can use experimental observations to distinguish exothermic and endothermic reactions. I can explain observations about mass in a chemical or physical change. Use particle diagrams to show what happens in a reaction. I can demonstrate good maths skills and graphing skills.
Exceeding	<ul style="list-style-type: none"> I can explain the conservation of mass using masses and maths skills. I can define combustion, fossil fuel, non-renewable, non-renewable, thermal decomposition, energy level diagrams and bond energies. I can justify why fossil fuels are bad for the environment and outline their effects. I can calculate the overall energy change in a reaction. I can demonstrate high level maths skills and graphing skills.

- | | |
|--|---|
| | <ul style="list-style-type: none"> ● I can compare the pros and cons of fuels in terms of their products of combustion. ● I can use known masses of reactants or products to calculate unknown masses of the remaining reactant or product. ● I can devise a general rule for how a set of compounds reacts with oxygen or thermally decomposes. ● I can balance a symbol equation. ● I can use the mass of reactant in an equation to determine mass of product eg magnesium and oxygen. ● I can predict whether a chemical reaction will be exothermic or endothermic given data on bond strengths. ● I can use energy data to select a reaction for a chemical hand warmer or cool pack |
|--|---|

Curriculum Planning Document

Subject	Biology
Year group	8
Unit Title	Health (digestion)

Aims of this unit:

Intent: The aim of this unit is to give students an introductory knowledge of the digestive system before they cover this in B3 at GCSE.

Implementation: This topic will enable students to learn about the components of a balanced diet and the food tests of a number of different food groups. The main parts of the digestive system, the need for digestion and its process will be introduced. They will learn through a combination of teaching and practical work.

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
Emerging	<ul style="list-style-type: none"> • I can extract nutritional information from food packaging • I can state that food tests show colour changes • I can state one potential problem for someone with an unhealthy diet • I can name the main parts of the digestive system
Developing	<ul style="list-style-type: none"> • I can describe the components of a healthy diet • I can use appropriate techniques to carry out a food test safely • I can describe some health issues caused by an unhealthy diet • I can describe the structure and function of the main parts of the digestive system
Securing	<ul style="list-style-type: none"> • I can explain the role of each nutrient in the body • I can describe how to test foods for starch, lipids, sugar, and protein • I can calculate the energy requirements of different people • I can describe the process of digestion • I can explain why food needs to be digested
Exceeding	<ul style="list-style-type: none"> • I can interpret nutritional information to make health comparisons between foods. • I can explain that different people require different amounts of energy. I can use energy calculations and data to support explanations. • I can name and describe the role of enzymes in digestion. • I can explain how some bacteria improve health.

Curriculum Planning Document

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

Aims of this unit, include Intent/ Implementation / Impact
<p>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</p> <p>This Unit allows students opportunities to explore a diverse range of Artists, contexts and references as they develop their own response.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Observational Drawing inspired by the built environment: Introduction to observational drawing techniques, considering the purpose of different drawing practices.</p> <p>Imaginative Collage Designs inspired by interior and exterior structures: Explore layering and composition through collage techniques using both primary and secondary source images</p> <p>Collaborative Structures: Experiment with different materials and joining techniques to create a collaborative 3D construction.</p> <p>Contextual Studies: Analyse the history and intentions of both public and street art.</p> <p>Digital Editing and Experimentation: Develop individual concepts through digital design techniques.</p> <p>Materials based experimentation: Use digital designs as a stimulus to create expressive outcomes using a range of surfaces and art materials.</p>

Emerging	<p>DEVELOP:</p> <ul style="list-style-type: none"> I can visually respond to the work of Artists. E.g Make a copy, use their style in my work I can understand parts of an artist's creative journey to support my ideas. I can recognise the purpose of a range of artist's work. <p>REFINE:</p> <ul style="list-style-type: none"> I can use collage techniques to process images and ideas. I have an emerging understanding of composition and layering. I can use digital drawing and editing to explore ideas. I can experiment with 3 dimensional space and relief surfaces through my emerging exploration of materials. <p>RECORD:</p> <ul style="list-style-type: none"> I can record what I see from observation and demonstrate an emerging understanding of
----------	--

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

	<p>viewer and appropriately implement these methods in my own work.</p> <p>REFINE:</p> <ul style="list-style-type: none"> ● 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. <p>RECORD:</p> <ul style="list-style-type: none"> ● 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. <p>PRESENT:</p> <ul style="list-style-type: none"> ● 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.
--	--