



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)

Year 8 Overview  
2022  
**Hazel Wood  
High School**



## Art and Design

Year 8	Term 1	Term 2	Term 3
Unit Title	Mythical Creatures	Mexican day of the dead	Portraits/ Tim Burton Sculpture
Key Knowledge and Understanding That enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and, where applicable, can apply this to their own work:</p> <ul style="list-style-type: none"> <li>• How to use imagination, through studying different artists' work and representation of mythical creatures,</li> <li>• How to create their own mythical creature, inspired by their own imaginative processes.</li> <li>• How to analyse and annotate work from different cultures, artists and designers.</li> <li>• How to use a variety of media, processes and materials.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and, where applicable, can apply this to their own work:</p> <ul style="list-style-type: none"> <li>• How to add pattern and shapes to their own designs.</li> <li>• How to create their own mask</li> <li>• How to explore pattern and shape that represents the Day of the Dead Festival.</li> <li>• How to use acrylics to paint their own mask.</li> <li>• How to use different types of paper to create detailed flowers on final design.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and can apply this to their own work:</p> <ul style="list-style-type: none"> <li>• The importance of visual elements when completing a portrait. These include line, texture, shape and form.</li> <li>• How to produce a final portrait piece</li> <li>• The detail and style of Tim Burton's creations</li> <li>• How to recognise the different techniques, processes and styles used in his work.</li> <li>• How to use air dry clay to make a Tim Burton inspired character.</li> <li>• How to draw a portrait, including the head, considering proportion and position.</li> <li>• How to draw eyes, nose, mouth, ears and hair accurately.</li> <li>• How to explore creative skills - by completing a series of tasks investigating different art processes including character design and storyboard planning.</li> </ul>
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.</p>		
Assessment	<p>Throughout these projects, and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward.</p> <p>Students will have skills feedback slips each half term (formative assessment). These will give students targets to develop their individual practical skills during that project, or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs.</p> <p>When key pieces of work are completed at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives.</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>		



<b>Computing and ICT</b>						
<b>Year 8</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<b>Computing Systems</b>	<b>Binary</b>	<b>Python 1</b>	<b>Python 2</b>	<b>Web site Creation</b>	<b>Database and data Manipulation</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>By the end of this unit, we expect students will know and understand key features of folder structures and how to use office 365, using favourites and computer systems. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to log on, Save and Organise increasing files.</li> <li>• How to use One drive and Teams to Upload/download and shar files.</li> <li>• How to use Favourites</li> <li>• What a Central Processing Unit is and why it is important.</li> <li>• How to use Instructions: Fetch, decode, execute</li> <li>• What ROM and RAM are.</li> <li>• Different Software Types.</li> </ul>	<p>By the end of this unit, we expect students will know and understand key features of data representation and how computers operate and communicate, processing instructions and data. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> <li>• Representation data in Binary</li> <li>• Binary</li> <li>• Adding Binary</li> <li>• Binary Hexadecimal</li> <li>• Logic gates</li> <li>• Computer units</li> </ul>	<p>By the end of this unit, we expect students will know and understand key features of programming in Python language. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> <li>• Programming Variable sequence.</li> <li>• Programming Strings/Integers - 1</li> <li>• Programming Strings/Integers - 2</li> <li>• Programming iteration/loops sequence.</li> <li>• Programming operators</li> <li>• Programming nested loops</li> <li>• Programming selection</li> </ul>	<p>By the end of this unit, we expect students will know and understand key features of programming in Python language. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> <li>• Programming Decompose Pseudocode</li> <li>• Programming Boolean logic While Loop.</li> <li>• Programming slicing strings</li> <li>• Nested loops</li> <li>• Slicing</li> <li>• Import and Turtle Library.</li> <li>• Programming using import library.</li> </ul>	<p>By the end of this unit, we expect students will know and understand key features of creating a webpage and embedding content. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> <li>• Basic HTML codes</li> <li>• Web site creation introduction</li> <li>• interpretation of client brief.</li> <li>• Pre-planning</li> <li>• Creating website</li> <li>• Creating website</li> <li>• Evaluation</li> </ul>	<p>By the end of this unit, we expect students will know and understand key features of databases and manipulating data. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them:</p> <ul style="list-style-type: none"> <li>• Database introducing adding data.</li> <li>• Editing data.</li> <li>• Deleting data</li> <li>• Running queries</li> <li>• Creating reports</li> <li>• Mail merge.</li> </ul>
<b>Vocabulary</b>	There is a full vocabulary bank associated with our teaching of these units. These can be found on students' books and in our detailed SOL. They are also on our subject TEAMs page.					
<b>Assessment</b>	Throughout these units, and throughout the year, students will be formatively assessed on their lessons to ensure that teaching is bespoke to each of their development needs. Once the unit of work is complete, it will be assessed using end of half term assessment criteria. These results will be reported to parents. All assessment results, plus formative assessment from practical lessons, help us to adapt our curriculum implementation to ensure that we support our students with their knowledge, understanding and ability to 'do'.					



<b>English</b>			
<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	<b>Home and Identity</b> <b>Big question: What makes you an individual? What makes you part of a community?</b>	<b>Fear Gothic Fiction</b> <b>Big question: How do monsters differ in fiction from reality?</b>	<b>Crime and Punishment</b> <b>Big question: Does the punishment fit the crime?</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to identify features of plot, context, theme and character for <i>The Bone Sparrow</i> by Zara Fraillon and <i>This is the Place</i> by Tony Walsh</li> </ul> <p>This unit will also explore a range of extracts from fiction and non-fiction texts that look at how class and poverty are presented in writing such as:</p> <ul style="list-style-type: none"> <li>• The conditions of the Working Class in England by Fredrich Engels</li> <li>• <i>Oliver Twist</i> by Charles Dickens</li> </ul>	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to identify features of plot, context, theme and character for <i>Frankenstein</i> by Mary Shelley</li> </ul> <p>This unit will also explore a range of extracts from fiction and non-fiction texts that look at how fear and tension are created and how language has changed over time such as:</p> <ul style="list-style-type: none"> <li>• Texts that show language change</li> <li>• <i>A Letter from The Morning Chronicle</i> by Henry Mayhew</li> <li>• <i>Jekyll and Hyde</i></li> <li>• <i>Dracula</i></li> <li>• <i>London Past and Present</i> by Thomas Miller</li> <li>• <i>Great Expectations</i> by Charles Dickens</li> <li>• <i>The Woman in Black</i> by Susan Hill</li> </ul>	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to identify features of plot, context, theme and character for <i>The Merchant of Venice</i> by William Shakespeare and <i>The Speckled Band</i> by Arthur Conan Doyle</li> </ul> <p>This unit will also explore a range of extracts from fiction and non-fiction texts that look at relationships and love are presented in writing:</p> <ul style="list-style-type: none"> <li>• <i>The Scarlett Study</i> by Arthur Conan Doyle</li> <li>• <i>About his Person</i> by Simon Armitage</li> <li>• <i>The Mysterious Affair at Styles</i> by Agatha Christie</li> <li>• <i>Miss Marple A Pocketful of Rye</i> by Agatha Christie</li> </ul>
	<p>As part of our 'spiral curriculum' design, which means that students will revisit skills and knowledge to ensure that it is practised repeatedly so that it is better committed to memory, throughout the year we also repeat the following so that students know how, understand and are able to explore:</p> <ul style="list-style-type: none"> <li>• Character analysis</li> <li>• Language analysis</li> <li>• Information retrieval</li> <li>• Embedding quotations</li> <li>• Comparing and contrasting</li> <li>• Using persuasive techniques</li> <li>• Counter arguments</li> <li>• Context and Theme analysis</li> <li>• Identifying mood and tone</li> <li>• Genre analysis</li> <li>• Embedding quotations</li> <li>• Inference and deduction</li> <li>• Narrative writing (DSZL)</li> <li>• Identifying and analysing structural techniques</li> <li>• Using ambitious vocabulary</li> <li>• Context</li> <li>• Evaluating texts</li> </ul>		



	<p>In Year 8 students revisit grammar skills from Year 7 and are also taught how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"> <li>• Determiners &amp; Articles</li> <li>• Auxiliary &amp; Modal verbs</li> <li>• Parenthetical commas, brackets and dashes</li> <li>• Noun phrases &amp; verb phrases</li> <li>• Embedded clauses</li> <li>• Transitive and intransitive verbs</li> <li>• Compound &amp; Complex sentences</li> <li>• Subject, verb, tense agreement</li> <li>• Prefix and Suffixes</li> </ul>		
<p><b>Vocabulary</b></p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal vocabulary log where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work. Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>		
<p><b>Assessment Overview</b></p>	<ul style="list-style-type: none"> <li>• Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success.</li> <li>• Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons</li> <li>• In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li> <li>• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</li> <li>• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li> <li>• At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</li> </ul>		
	<p><b>Baseline Reading Assessment 1:</b> Character analysis from <i>The Bone Sparrow</i> (Focus on the character of Harvey)  <b>Baseline Writing Assessment 1:</b> To write a description of a given picture related to home and identity.  <b>Summative Reading Assessment 1:</b> Character analysis from <i>The Bone Sparrow</i> (focus on the character of Eli)  <b>Summative Writing Assessment 1:</b> To write a description of a given image based on the theme of refugees and asylum.</p>	<p><b>Baseline Reading Assessment 2:</b> <i>Frankenstein the Play</i>. How does the writer present a character's feelings? Presenting Implicit and explicit information.  <b>Baseline Writing Assessment 2:</b> Descriptive writing in the Gothic genre.  <b>Summative Reading Assessment 2:</b> The writer's use of language. <i>Frankenstein the Play</i>.  <b>Summative Writing Assessment 2:</b> Descriptive writing in the Gothic genre.  <b>Speaking and Listening 1:</b> A presentation about language over time and their use of language. This is supported by MMU project 'Manchester Voices'</p>	<p><b>Baseline Reading Assessment 3:</b> <i>The Merchant of Venice</i> and character analysis.  <b>Baseline Writing Assessment 3:</b> Narrative writing in the mystery/crime genre using a poem as a stimulus.  <b>Summative Reading Assessment 3:</b> <i>The Merchant of Venice</i> and character analysis.  <b>Summative Writing Assessment 3:</b> Narrative writing in the mystery/crime genre using an image as stimulus.</p>



<b>Geography</b>						
<b>Year 8</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<b>Zombie Apocalypse</b>	<b>7 Billion</b>	<b>Globalisation: Apple</b>	<b>Tectonics</b>	<b>Tectonics</b>	<b>Africa</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>How to locate major cities</li> <li>How to use latitude and longitude</li> <li>Choropleth mapping</li> <li>How to calculate scale and four and six figure grid references.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>Global and local impacts of population growth.</li> <li>The impact upon population density on human and physical factors.</li> <li>How to describe distribution of the global population.</li> <li>How to explain the ageing population</li> <li>What population pyramids are.</li> <li>What the issues due to increased population pressure are.</li> <li>What the impact upon people, economy and the environment is of population growth.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>How to answer the question: Are you a global citizen?</li> <li>What the features of a TNC are.</li> <li>The advantages and disadvantages of globalisation.</li> <li>How do TNC's impact environment and quality of life?</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>The different layers of the Earth, and the features of each.</li> <li>What plate tectonics are.</li> <li>The different types of boundaries (Conservative, Destructive and Constructive)</li> <li>How to describe the formation of earthquakes.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>How a Natural Hazard impacts on people.</li> <li>How to survive an earthquake and the different ways to reinforce buildings.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>The physical and human features of Africa.</li> <li>What the factors are that influence population in Africa.</li> <li>How to answer the question: Why is the River Nile so amazing?</li> <li>The causes and impacts of the Nyiragongo volcano.</li> <li>The urbanisation in Kenya.</li> <li>How to manage urbanisation in Kenya.</li> </ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework. Most of the vocabulary for this unit can be found on related knowledge organisers and are planned to ensure that they feature on PowerPoints used for teaching and learning.</p>					
<b>Assessment</b>	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their skills to ensure that teaching is planned to meet students' development needs. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>					



<b>History</b>			
<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	<b>Changing World 1450-1750</b>	<b>Changing power</b>	<b>Impact of Empire</b>
<b>Key Knowledge and Understanding that enables skill building</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The key features and chronology of the Early Modern Period.</li> <li>• How to answer good enquiry questions- based on the changes that happened during the Renaissance.</li> <li>• How to analyse whether change resulted in improvements or regression.</li> <li>• How to use skills of enquiry to analyse power and control- based on what mattered to Henry VIII</li> <li>• What a site study is and how to analyse what they can tell us about the past- based on Hampton Court Palace</li> <li>• What a close up is and how to analyse a contemporary source by comparing it to our knowledge- based on Mary I</li> <li>• How to develop skills of enquiry to analyse power and control – based on how well Elizabeth I dealt with the problems of her reign.</li> <li>• The key facts and dates related to the reign of Elizabeth I.</li> <li>• Increasingly sophisticated terms and concepts in History.</li> <li>• Extended and deepening chronological knowledge based on key events in the Early Modern period.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to use skills of enquiry to analyse the causes of events- based on the English Civil War.</li> <li>• That events in history happen for a number of different reasons / causes, which can often be classified together in different groups and in different ways (thematic/ long term and short term).</li> <li>• That interpretations are used to make a judgement and that different people have different interpretations.</li> <li>• That interpretations in History can be different and the reasons why different people might have different interpretations of the past- based on Oliver Cromwell.</li> <li>• That different people in the past experienced the same event / time period very differently to each other. This was also because of their differing values, beliefs and experiences- based on witchcraft, superstition and religion.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to develop skills of enquiry to analyse and evaluate significance- based on who was the greatest Mughal Emperor?</li> <li>• That, when evaluating the significance of events, we need to use criteria to make our judgements.</li> <li>• Extended and deepening knowledge of the wider world from the 1500s to the 1700s - based on a close up of the Ottoman Empire.</li> <li>• How to build our understanding of a thematic study – based on sugar, empire and slavery through time.</li> <li>• The key facts and dates related to growth of empires.</li> <li>• How to analyse the impact a theme has had on people's lives over time – based on the sugar, empire and slavery.</li> <li>• How to analyse the significance of key individuals in the past using a criterion – based on the close up – Herstory – Harriet Tubman.</li> </ul>
<b>Vocabulary</b>	<p>All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students' books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>		
<b>Assessment</b>	<p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p>		



**Hazel Wood**  
High School

At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.

Half way through each unit of work, students will be tested on the taught content so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.

At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.

This helps our students to continue to extend and deepen their knowledge and understanding by:

- Building a rich historical understanding of Britain and the wider world.
- Building a big picture of how things have changed over time.
- Using a variety of sources to find out about the past.
- Discern why contrasting arguments and interpretations of the past have been constructed.
- Use historical concepts like: cause and consequence; change and continuity; diversity, significance.
- Answer historical questions clearly.
- Back up their answers with accurate historical knowledge and evidence.
- Use historical terms accurately and with increasing sophistication.







<b>Mathematics</b>						
<b>Year 8</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<ul style="list-style-type: none"> <li>- Ratio &amp; Scale</li> <li>- Multiplicative Change</li> <li>- Multiplying and Dividing Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Multiplying and Dividing Fractions</li> <li>- Working in the Cartesian Plane</li> <li>- Representing Data</li> </ul>	<ul style="list-style-type: none"> <li>- Tables &amp; Probability</li> <li>- Brackets, Equations &amp; Inequalities</li> <li>- Sequences</li> <li>- Indices</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions &amp; Percentages</li> <li>- Standard Index Form</li> </ul>	<ul style="list-style-type: none"> <li>- Angles in Parallel Lines</li> <li>- Area of Trapezia &amp; Circles</li> <li>- Number Sense</li> </ul>	<ul style="list-style-type: none"> <li>- Line Symmetry &amp; Reflection</li> <li>- The Data Handling Cycle</li> <li>- Measures of Location</li> </ul>
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The meaning of ratio and the various models that can be used to represent ratios.</li> <li>• The link between ratio and scaling, including the idea of direct proportion.</li> <li>• Multiplying and dividing fractions.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• Multiplying and dividing more complex fractions.</li> <li>• How to look formally at algebraic rules for straight lines.</li> <li>• How to introduce formal and bivariate data and the idea of linear correlation.</li> <li>• How to use graphs and charts to deal with discrete and continuous data.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• Consolidation of the ideas of probability, in particular sample spaces and the use of tables to represent these.</li> <li>• How to solve equations with unknowns on both sides.</li> <li>• How to explore sequences with more complex algebraic rules.</li> <li>• Expressions involving powers.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• Relationships between fractions and percentages.</li> <li>• How to write numbers and use the four operations with standard form.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to explore angles in parallel lines and thus solve increasingly complex missing angle problems.</li> <li>• How to calculate the area of a trapezium and circle and compound shapes.</li> <li>• How basic skills are applied in a large variety of contexts.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• Reflecting shapes – more complex study.</li> <li>• How to use different charts to compare distributions and collect data.</li> <li>• Different averages and what is meant by an outlier.</li> </ul>
<b>Vocabulary</b>	All lessons will introduce key terminology at the start of each step to ensure that students know key words and subject terminology. In addition to this, the key terminology is recalled and retrieved in lessons and assessments.					
<b>Assessment</b>	At the end of each unit, the students will complete an 'end of block' test. The pupils will record these scores in their books and teachers will use the results from assessments to identify any gaps in knowledge. This then informs our 'Do Now' tasks at the start of each lesson. At the end of each term, pupils will also complete an end of term assessment to check fluency and problem-solving skills that have been covered in the units. In lessons, low stake quizzes and the use of 'show call' help us to identify and address misconceptions and errors. Homework is set weekly and is based on the current learning, as well as some embedding of retrieval practice to help students to know and remember more.					



<b>Music</b>			
<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	<b>Descriptive Music</b>	<b>Developing Keyboard and Guitar Skills – Music using chromatics</b>	<b>Ensemble Skills</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>This unit of work follows on from the Year 7 'elements of music' sequence of learning. The main intention for this unit of work is that the students gain confidence to perform, create and understand key musical words associated with the elements of music and musical techniques.</p> <p>In year 7, pupils have created music which described a planet and to accompany a story, whilst using the elements of music. In this sequence of learning, students use these skills and combine them with musical techniques to create music to describe actions, as well as to compose music to describe a spooky story.</p> <p>Work books follow the same format as year 7 with planned 'Do Now' activities, which introduce/recap key words and include listening tasks. Students complete a HWHS Music booklet, which takes them through different lesson tasks to create their own music. This will be supported by 'Do Now' tasks, teacher modelling and targeted questions.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the elements of music and musical techniques and how to manipulate these to make musically satisfying compositions, as well as how to use and develop these key terms when composing their own music.</p> <p>The final performance will show their understanding of the elements of music and musical techniques by performing music which is descriptive.</p>	<p>The main intention for this unit of work is for students to develop keyboard/practical skills learnt from the year 7 keyboard tasks. Students work through our bespoke HWHS booklets, which have planned activities in for 'Do Now' tasks, listening tasks, as well as keyboard/rhythm tasks. Students will begin by learning Fur Elise by Beethoven, further developing their understanding of music notation and developing melody and chord playing skills.</p> <p>Students will learn how chromatic music is notated, knowing what the # and b symbols mean. Students will learn the melody playing with a range of fingers, keeping to a steady beat and creating a fluent performance. This task also has a grade 3 version of the piece as an extension/depending on the ability of the performer.</p> <p>In the second half of the term students are learning about the blues. Students will learn about the historical influence of blues and its origins, as well as develop instrumental skills. Students will learn about riff/ostinato based melodies with a 12-bar blues chord sequence. Again, students can play this music together as a pair or individually, developing two handed playing. Extension tasks will introduce students to different chord rhythms (such as syncopation and boogie-woogie style) and using the blues scale (a chromatic scale) to improvise their own melodies over the chords. Students will initially use the keyboards but can extend their learning by using guitars and ukuleles for this task, further developing their skills.</p>	<p>The main intention for this unit of work is for students to develop skills in performing/working in a group/band creating an ensemble experience. As a development of the Year 7 Beatles task, students will work through a booklet learning how to play 'Seven Nation Army' by <i>The White Stripes</i>, on keyboard, guitar, ukulele and vocals.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand how to work as an individual/pair and then as a group to produce the performance. Students will improve their understanding of notation, melodies, chords, bass lines, and how music fits together.</p> <p>Working through our bespoke HWHS booklet, students will learn about riff-based music. Supported by 'Do Now' activities, listening activities, teacher modelling and examples, students will learn how to perform riffs and chords on the keyboard/guitar to Seven Nation Army, followed by the bass line on an acoustic guitar and how to read TAB, chords on the ukulele. Developed from the year 7 task, students will expand upon their chord playing by learning extra chords and chord sequences. Students will develop group work and communication skills, as well as confidence, by performing and listening to peers' work.</p>
<b>Vocabulary</b>	<p>Tier 2 vocabulary are words that students will use which are common across subjects; words like compare and describe. Tier 3 vocabulary are words students will use which are subject specific. In our Music curriculum, we have established which words will be taught and when and we teach vocabulary as part of the Music discipline. Below are examples of the words that we teach in each unit.</p>		



# Hazel Wood High School

	<p>Tier 2 Vocab compare, describe, structure, assessment, composition, pattern, i</p>	<p>Tier 3 Vocab Elements of music, musical techniques, riff, glissando, chromatics, discord, rhythm, melody, harmony, major, minor, articulation, scale, pentatonic</p>	<p>Tier 2 Vocab compare, describe, structure, assessment, composition, improvisation, pattern, inversion</p>	<p>Tier 3 Vocab Elements of music, musical techniques, riff, glissando, chromatics, discord, rhythm, melody, harmony, major, minor, articulation, improvisation, scale, 12 bar blues, chord sequence, inversion, pentatonic</p>	<p>Tier 2 Vocab compare, describe, structure, assessment, composition, pattern,</p>	<p>Tier 3 Vocab Elements of music, musical techniques, riff, chromatics, rhythm, melody, harmony, major, minor, improvisation, chord sequence, inversion, pentatonic</p>
<p>Assessment</p>	<p>Students work is peer and self-assessed. When teachers feedback, it is using Ebi (Even better if) comments. These offer bespoke next steps so that students know how to improve. Built in to all lessons, we have mini performances to help develop confidence and share ideas to support others' learning. As well as listening tasks to help improve students' written communication.</p> <p>During lessons, students will be formatively assessed on the following:</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Performances of their work</li> <li>• Their use of key vocabulary</li> <li>• With Do Now tasks</li> </ul> <p>Where there are misconceptions shown in any of these assessments, students will be retaught appropriately.</p> <p>Students use their 'student feedback log' to record verbal feedback, which will support practical work. In these logs, they also self-assess, review and set SMART targets.</p> <p>All of our Sequences of Learning result in a set assessment piece that allows students to demonstrate what they have learnt and what they are able to do.</p> <p>Homework is set on TEAMs using Microsoft Forms. Students will mainly be set multiple choice key word tests out of 10 and have at least one homework set for each half term.</p>					





<b>Performing Arts</b>				
<b>Year 8</b>	<b>Carousel 1</b>	<b>Carousel 2</b>	<b>Carousel 3</b>	<b>Carousel 4</b>
<b>Unit Title</b>	<b>Peer Pressure</b>	<b>Pirates</b>	<b>Hamlet</b>	<b>Slapstick</b>
<b>Key Knowledge and Understanding that enables skill building</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> <li>How to use the voice for persuasion</li> <li>What on spot improvisation is and how to develop this</li> <li>What sound collage is and how to start using this</li> <li>Practical application in the real world</li> <li>How to continue to practice and develop acting skills</li> <li>How to create, perform and evaluate pieces of work.</li> <li>How to explore consequences for actions through drama</li> <li>How to explore possible alternatives for challenging situations, through drama.</li> </ul> <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> <li>How to support others with critique</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <ul style="list-style-type: none"> <li>What script writing is</li> <li>What sound scaping is</li> <li>How to use stage blocking</li> <li>How to effectively manage an ensemble cast.</li> <li>The importance of time management for rehearsal and performance.</li> <li>key industry knowledge, through use of script work/script writing tasks</li> </ul> <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand how to:</p> <ul style="list-style-type: none"> <li>create an efficient rehearsal through effective time management and teamwork</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <p>What stylistic movement is and how to use this</p> <ul style="list-style-type: none"> <li>What the term 'speech for text' means, what this is and how to use it.</li> <li>The significance of body language, voice and movement during rehearsal and performances</li> <li>What physical acting techniques are and how to use these.</li> </ul> <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand:</p> <ul style="list-style-type: none"> <li>How body language has an impact on the messages that we portray to others</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand:</p> <p>What commedia Dell Arte is and how to use this</p> <p>What physical theatre is and how to use this</p> <p>Health and safety when using any form of theatre</p> <p>What melodrama is and how to use this</p> <p>How to use props, such as masks, to portray particular forms of theatre</p> <p>During this term, we have a focus on developing our communication skills, so that students know and start to understand:</p> <p>How to provide, and take, direction from each other supportively so that performance skills are enhanced through effective critical assessment.</p>
<b>Vocabulary</b>	<p>In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:</p>			
	Persuade, spot, improvise, lead, recapture.	Archaeologies, sound, proxemics, direction, plan, evaluation.	Bloom, syllable, script, pace, performance, rehearsal.	Explore, plot, attack, hero, listen, devise.
<b>Assessment</b>	<p>Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding. They will also be assessed through a final performance with feedback at the end of the unit (summative assessment)</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>			



Physical and Sport Education						
Year 8	Term 1		Term 2		Term 3	
Unit Title	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance Fitness (girls) Dance (boy facilities dependent)	Trampolining (girls) Dance Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
<b>Key Knowledge and Understanding that enables skill building</b>	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in isolation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> <li>• The responsibilities of National Governing Bodies</li> <li>• The values in sport and links to good sporting behaviour.</li> <li>• The rules and techniques for each game</li> <li>• The tactics and strategies for each game</li> <li>• How to give Guidance and feedback</li> <li>• Named examples of athletes caught taking drugs in Sport</li> <li>• The history of the Olympics</li> </ul> <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are developing these skills:</p>					
	<ul style="list-style-type: none"> <li>• Dribble, passing and receiving.</li> <li>• Dribble, passing on the move.</li> <li>• Attacking with options.</li> <li>• Defending - Jab tackle.</li> <li>• Attacking – dodging.</li> <li>• Game play, rules and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills.</li> <li>• Footwork – pivoting.</li> <li>• Attacking creating space.</li> <li>• Defending – marking</li> <li>• Shooting.</li> <li>• Umpiring and game play</li> </ul>	<ul style="list-style-type: none"> <li>• Safety, control and shapes.</li> <li>• Seat drops</li> <li>• Swivel hips</li> <li>• Front drops</li> <li>• Back drops</li> <li>• Performance analysis</li> <li>• Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Heart rates</li> <li>• Recap in the gym.</li> <li>• Circuit training</li> <li>• Continuous training</li> <li>• Weight training</li> <li>• Interval training</li> <li>• Boxercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball familiarisation.</li> <li>• Overarm technique</li> <li>• Fielding skills.</li> <li>• Bowling development – fast bowl.</li> <li>• Batting development – direction.</li> <li>• Tactics and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Throws – shot put</li> <li>• Throws – Javelin</li> <li>• Throws – discus</li> <li>• Jumps – High jump</li> <li>• Jumps – long jump</li> <li>• Running – short distance.</li> <li>• Running – medium/long distance.</li> </ul>
<b>Vocabulary</b>	There is a full vocabulary bank associated with our teaching of these unit. These can be found on students' knowledge organisers and in our detailed SOL. They are also on our subject TEAMS page					
<b>Assessment</b>	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.					



	In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.					
	Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)	Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills and officiating) Critical Thinking (Tactics and strategies)	Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)





<b>PHSE</b>						
<b>Year 8</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<b>Health and Wellbeing – Emotional and Mental Health</b>	<b>Relationships – Types and Influences.</b>	<b>Living in the Wider World - Careers</b>	<b>Health and Wellbeing Physical Health and its links to emotional and mental health.</b>	<b>Relationships – RSE</b>	<b>Living in the Wider World – Online Safety and Finance.</b>
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to make healthy lifestyle choices including diet, physical activity and sleep.</li> <li>• How to balance school, leisure, exercise and sleep.</li> <li>• How to manage influences on body image, including those on social media.</li> <li>• How to make independent health choices.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to recognise and build trust in relationships.</li> <li>• How to recognise the negative influences of alcohol, drugs and the media on relationships.</li> <li>• Conflict resolution strategies in different contexts.</li> <li>• How to manage relationship and family changes, including relationship breakdown, separation and divorce.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage aspirations.</li> <li>• How to recognise different pathways within the job market.</li> <li>• How to develop the skills employers look for in employees.</li> <li>• How to deal with the emotions associated with looking for work.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to use over the counter and prescription medications safely.</li> <li>• How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes.</li> <li>• How to manage influences including peer pressure and the media.</li> <li>• The relationship between habit and dependence.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to make decisions that are right and safe for them in the future.</li> <li>• An awareness of basic forms of contraception e.g. the pill, condoms.</li> <li>• The consequences of unprotected sex including pregnancy and STI's.</li> <li>• How to tackle prejudices about families, marriages and relationships.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage finances as an adult.</li> <li>• How to recognise the risks involved in gambling and financial exploitation.</li> <li>• How to make decisions that are right and safe for them in the future.</li> </ul>
<b>Vocabulary</b>	All lessons, throughout the course, introduce key vocabulary at the start of the lesson to ensure that students know key words and subject terminology. In addition to this, the key vocabulary for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary using the Frayer Model, which allows students to match key words to their synonyms and antonyms and build their knowledge of language.					
<b>Assessment</b>	At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content. Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching. At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding have improved. Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, 'CFU' (Checking For Understanding) activities and reflective 'Do Now' and 'Finish Now' activities.					



Religious Education			
Year 8	Term 1 and 2	Term 3 and 4	Term 5 and 6
Unit Title	Sikhism Islam- Beliefs	Belief in God Islam-Practice	Buddhism-The pursuit of happiness Attitudes to others
Key Knowledge and Understanding that leads to skill building	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <p><b>For the Sikhism SOL:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a leader?</li> <li>• Introduction to Sikhism</li> <li>• Who Guru Nanak was and his influence</li> <li>• Evaluating the leadership of Guru Nanak</li> <li>• Characteristics of Khalsa membership</li> <li>• Designing a Gurdwara- Sikh place of worship</li> </ul> <p><b>For the Islam-Beliefs SOL:</b></p> <ul style="list-style-type: none"> <li>• Beliefs about Allah</li> <li>• Who Muslims believe Prophet Muhammad is as a figure of authority</li> <li>• The Influence of Prophet Muhammad</li> <li>• The importance of the Qur'an</li> <li>• The need for rules- Practical guidance</li> </ul> <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning and evaluation. This term, we introduce who to respond by backing up answers with evidence and evaluation, by using the 'long PEEE' (Point, Evidence, Explain and Evaluate) technique.</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <p><b>for the Islamic Beliefs SOL:</b></p> <ul style="list-style-type: none"> <li>• What the Teleological argument is and whether it is a strong argument.</li> <li>• What the Cosmological argument is and the strengths &amp; weaknesses of this.</li> <li>• What Muslims believe in relation to evil &amp; suffering</li> <li>• What the problems are for belief in God when there is evil &amp; suffering in the World.</li> <li>• To consider if Science can disprove God</li> </ul> <p><b>For the Islam-Practices SOL:</b></p> <p><b>The 5 pillars of Islam:</b></p> <ul style="list-style-type: none"> <li>• Shahadah</li> <li>• Salah</li> <li>• Zakah</li> <li>• Sawm</li> <li>• Hajj</li> </ul> <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning and evaluation. This term, we continue to guide students through the use of the 'long PEEE' (Point, Evidence, Explain and Evaluate) technique.</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <p><b>For the Buddhism SOL:</b></p> <ul style="list-style-type: none"> <li>• To be able to debate: What is happiness?</li> <li>• The early life of Siddhattha Gotama</li> <li>• What Buddhists believe Enlightenment is</li> <li>• The Dhamma-Teachings of the Buddha</li> <li>• The 4 Noble truths</li> <li>• The Noble eightfold path</li> <li>• The 5 moral precepts</li> </ul> <p><b>For the Attitudes to others SOL:</b></p> <ul style="list-style-type: none"> <li>• Prejudice, discrimination &amp; stereotypes</li> <li>• What it means to be British?</li> <li>• How Beliefs &amp; Values impact on the way people live their lives.</li> <li>• How specific religious teachings affect our attitudes to others?</li> </ul> <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning and evaluation. This term, we continue to guide students through the use of the 'long PEEE' (Point, Evidence, Explain and Evaluate) technique and develop their ability to do this by explicitly teaching them how to rationalise their own personal opinion when they are formulating opinions.</p>
Vocabulary	<p>The vocabulary for this unit is highlighted at the start of all of the PowerPoints used for teaching. We have mapped out what key words students need to know and understand and embedded these into our teaching so that students have the vocabulary to use when discussing religion.</p>		
	<p>Examples of key terms include: Evaluation, Khalsa, Guru, Guru Granth Sahib, Gurdwara, Sewa, Tawhid, Recitation, Qur'an</p>	<p>Examples of key terms include: Cosmological, cause, evidence, proof, Aquinas, Shahadah, contrast</p>	<p>Examples of key terms include: Dhamma, Buddha, Enlightenment, happiness, Anicca, Anatta, Dukkha, tolerance, mutual respect, rule of law, democracy.</p>
Assessment	<p>At the start of term 3, we test students recall of key terms associated with belief in God from Yr. 7 and use the results from these assessments to recap terminology needed for success in the rest of the year. Other assessments will include: Low-stakes quizzes in class and on-line completion of homework quizzes on TEAMS. The key skill of evaluation will be assessed in class and through summative assessment questions. Consideration will be made of all discussion/debating in class.</p>		





<b>Science</b>			
<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	<b>Big Idea 8: Organisms, Big Idea 5: Matter, Big Idea 1: Forces</b>	<b>Big Idea 9: Ecosystems, Big Idea 6: Reactions, Big Idea 4: Waves, Big Idea 7.1: Earth</b>	<b>Big Idea 3: Energy, Big Idea 10: Genes, Big Idea 2: Electromagnets, Big Idea 7.2: Earth</b>
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• What constitutes a balanced diet and how our bodies digest food.</li> <li>• How elements are arranged on the periodic table.</li> <li>• What pressure is and how it is created by liquids and gases.</li> <li>• How to apply scientific knowledge to these contexts.</li> <li>• The use of equations and appropriate units to calculate pressure.</li> <li>• How to carry out safe practical work using new equipment including the separation of a variety of different mixtures.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How organisms release energy via respiration and why different reactions create temperature changes.</li> <li>• What waves exist that we cannot see and what they are used for, and how human activity is impacting the Earth via global warming.</li> <li>• How to apply scientific knowledge to these contexts.</li> <li>• How to conduct chemical reactions safely using knowledge of hazard symbols.</li> <li>• How to represent chemical reactions in word and symbol equations.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How heat energy can be transferred</li> <li>• How different types of magnets work</li> <li>• How our DNA affects our characteristics</li> <li>• How we obtain useful metals from the rocks in the Earth.</li> <li>• How to apply scientific knowledge to these contexts.</li> <li>• How to carry out safe practical work using new equipment including the building and operation of electrical circuits safely.</li> <li>• How to use probability to predict the inherited characteristics of offspring.</li> </ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal glossary where they are provided with tier 3 vocabulary and students record words that are new to them. Periodically, these glossaries are used by the teacher to test whether students have learnt and know new words.</p>		
<b>Assessment</b>	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills to ensure that teaching is bespoke to each of their development needs. They are given personalized feedback following homeworks and assessed practicals that helps them to move on with success. Students are expected to complete weekly Homework assessments online, that test their increasing knowledge base in relation to the Big Idea they are studying. The scores from the homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Homework review' tasks in subsequent lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. Baseline assessments are completed to assess prior learning and identify areas for further exploration. Mid-point assessments are completed with a focus on writing like a scientist, or reading like a scientist. An end of half term assessment is completed following the completion of Big Ideas to provide summative assessment of learning and provide students with bespoke feedback to provide next steps for progress.</p>		



Spanish						
Year 8 Unit Title	Half Term 1 MIS VACACIONES (My holidays)	Half Term 2 TODO SOBRE MI VIDA (Everything about my life)	Half Term 3 A COMER (Let's eat)	Half Term 4 QUE HACEMOS (What we do)	Half Term 5 OPERACIÓN VERANO (Operation summer)	Half Term 1 MIS VACACIONES (My holidays)
<p><b>Key Knowledge and understanding that enables skill building.</b></p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>their holidays</b></p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• Where they went and how they got there.</li> <li>• What they did on holiday.</li> <li>• Describing the last day on holiday.</li> <li>• Saying what the holiday was like.</li> <li>• What the weather was like on holiday.</li> </ul> <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <li>• The preterite tense of "ir"</li> <li>• The preterite of regular "ar" verbs</li> </ul>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>their life</b>.</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• What students do on their mobile.</li> <li>• Recognise facts about mobile phone usage amongst children.</li> <li>• Types of music.</li> <li>• Complex opinions regarding music</li> <li>• The Primavera Sound festival</li> <li>• Types of TV programmes and opinions</li> <li>• Information in challenging texts about film and TV</li> <li>• Free time activities in the past</li> <li>• What people normally do and what they did</li> </ul>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>food and drink</b>.</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• Food and drink, what people like.</li> <li>• Different food at different mealtimes.</li> <li>• Food festivals in Spanish-speaking countries</li> <li>• What I normally eat, what I ate yesterday</li> <li>• In a restaurant</li> <li>• Typical dishes of other countries</li> <li>• What food to buy for a party</li> </ul> <p>We also have a grammar focus in this unit, so students can identify and use:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>going out</b>.</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Making excuses</li> <li>• Discussing getting ready to go out</li> <li>• Clothes</li> <li>• Sporting events</li> <li>• Describing a fancy dress outfit</li> <li>• Writing about a problem</li> </ul> <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <li>• <i>Me gustaría</i> + infinitive</li> <li>• <i>querer</i> and <i>poder</i></li> <li>• Reflexive verbs</li> <li>• This/these</li> </ul>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>summer activities</b>.</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• A holiday home</li> <li>• Holiday activities</li> <li>• Asking for directions</li> <li>• Summer camps</li> <li>• Describing a world trip</li> <li>• Discussing holiday destinations</li> <li>• Describing a town</li> </ul> <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <li>• The comparative (recap)</li> <li>• The superlative</li> <li>• The imperative</li> <li>• Using three tenses – revisited</li> <li>• Using <i>mejor</i> and <i>peor</i></li> </ul>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to <b>their holidays</b>.</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> <li>• Where they went and how they got there.</li> <li>• What they did on holiday.</li> <li>• Describing the last day on holiday.</li> <li>• Saying what the holiday was like.</li> <li>• What the weather was like on holiday.</li> </ul> <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <li>• The preterite tense of "ir"</li> <li>• The preterite of regular "ar" verbs</li> <li>• The preterite of regular "er" and "ir" verbs</li> </ul>



	<ul style="list-style-type: none"> <li>• The preterite of regular “er” and “ir” verbs</li> <li>• The preterite of “ser”</li> </ul>	<p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> <li>• Present tense (recap)</li> <li>• Recognition of future and present tense</li> <li>• <i>Se debe/no se debe</i></li> <li>• <i>Me gusta</i> + definite article</li> <li>• Comparatives</li> <li>• Preterite tense of <i>hacer</i></li> <li>• Present v preterite (past) tense</li> </ul>	<ul style="list-style-type: none"> <li>• Recap of <i>me gusta</i> + definite article</li> <li>• Recap of present tense</li> <li>• Recap of preterite tense</li> <li>• Making sentences negative</li> <li>• Recap of Present v preterite tense</li> <li>• <i>Usted v Ustedes</i></li> <li>• Direct object pronouns</li> <li>• The near future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Three tenses: past (preterite), present, future</li> <li>• Using structures with two verbs</li> </ul>		<ul style="list-style-type: none"> <li>• The preterite of “ser”</li> </ul>
<p><b>Vocabulary</b></p>	<p>There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students’ class workbooks. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks; and the use Microsoft Teams quizzes and activities.</p>					
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success.</li> <li>• Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the ‘Do Nows’ for lessons.</li> <li>• In lessons, there are regular ‘low-stakes’ quizzes to ensure that students’ knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</li> <li>• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that we plan so that none of our students miss the building blocks that they need for success.</li> <li>• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</li> </ul> <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p>					



<b>Technology</b>		
Year 8	<b>Students study this unit on a rotation so will either be in Food Technology or Technology at different points in the year</b>	
Unit Title	<b>Food Provenance</b>	<b>Introduction to Technology and Workshop Practices</b>
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	<p>By the end of this unit, we expect pupils will know the sources of the foods we eat and how and why we choose to eat certain foods. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The Eatwell guide</li> <li>• Macro and micronutrients and how to balance our meal choices.</li> <li>• Food Choices - Diet and lifestyle; and how these can affect our food choices.</li> <li>• Special diets - Religious beliefs and allergies and intolerances that effect our food choices.</li> <li>• Food poisoning and bacteria</li> </ul> <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none"> <li>• Rockbuns</li> <li>• Chicken fajitas</li> <li>• Cheesecake</li> <li>• Chilli con carne</li> <li>• Focaccia</li> <li>• Chicken curry</li> </ul>	<p>By the end of this unit, we expect pupils to know and understand the elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• Health and safety within a workshop.</li> <li>• Types of materials</li> <li>• How to recognise a variety of equipment and recall their uses.</li> <li>• How to use specific tools safely.</li> <li>• That different materials are suitable for different purposes.</li> <li>• How to recognise different types of timber.</li> <li>• How to produce a wooden jigsaw using a coping saw and sand to create a smooth edge.</li> <li>• Types of polymers and their uses.</li> <li>• How to produce a keyring safely, using a pillar drill, junior hacksaw, sanding and heat press.</li> </ul> <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following;</p> <ul style="list-style-type: none"> <li>• Jigsaw</li> <li>• Keyring</li> </ul>
<b>Vocabulary</b>	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.	
<b>Assessment</b>	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>	



**Hazel Wood**  
High School

