

English

Long term plan Year 8 2021-22

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 <sup>th</sup> /7 <sup>th</sup> Inset days												
Assume this will be an induction week for students		Dodger	Dodger	Dodger	Dodger	Dodger	Dodger	Dodger	Dodger	Dodger	Poems from other Cultures	Poems from other Cultures
Common Assessment points				Whole class feedback window						Dodger Formal assessment		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
Poems from other Cultures	Poems from other Cultures	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest	The Tempest
		Whole class feedback							Whole class feedback window			Tempest Formal assessment
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
Animal Farm	Animal Farm	Animal Farm	Animal Farm	Animal Farm	Animal Farm	Animal Farm	The Perfect World – or is it?	The Perfect World – or is it?	The Perfect World – or is it?	The Perfect World – or is it?	The Perfect World – or is it?	
						Y8 End Year Assessments						

**Maths Year 8 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days <b>Ratio and scale</b>		<b>Multiplicative change</b>		<b>Multiplying and dividing fractions</b>		<b>Working in the Cartesian plane</b>		<b>Representing data</b>		<b>Tables and probability</b>	
	<ul style="list-style-type: none"> <li>Understanding the meaning and representation of ratio</li> <li>Understand and use ratio notation</li> <li>Solve problems involving ratios in the form 1:n (or n:1)</li> <li>Solve proportional problems involving the ratio <math>m:n</math></li> <li>Divide a value into a given ratio</li> <li>Express ratios in their simplest integer form</li> <li><b>Express ratios in the form 1:n</b></li> <li>Compare ratios and related fractions</li> <li>Understand <math>\pi</math> as the ratio between diameter and circumference</li> <li><b>Understand gradient of a line as a ratio</b></li> </ul>		<ul style="list-style-type: none"> <li>Solve problems involving direct proportion</li> <li>Explore conversion graphs</li> <li>Convert between currencies</li> <li><b>Explore direct proportion graphs</b></li> <li>Explore relationships between similar shapes</li> <li>Understand scale factors as multiplicative representations</li> <li>Draw and interpret scale diagrams</li> <li>Interpret maps using scale factors and ratios</li> </ul>		<ul style="list-style-type: none"> <li>Represent multiplication of fractions</li> <li>Multiply a fraction by an integer</li> <li>Find the product of a pair of unit fractions</li> <li>Find the product of a pair of any fractions</li> <li>Divide an integer by a fraction</li> <li>Divide a fraction by a unit fraction</li> <li>Understand and use the reciprocal</li> <li>Divide any pair of fractions</li> <li><b>Multiply and divide improper and mixed fractions</b></li> <li><b>Multiply and divide algebraic fractions</b></li> </ul>		<ul style="list-style-type: none"> <li>Work with coordinates in all four quadrants</li> <li>Identify and draw lines that are parallel to the axes</li> <li>Recognise and use the line <math>y = x</math></li> <li>Recognise and use lines of the form <math>y = kx</math></li> <li>Link <math>y = kx</math> to direct proportion problems</li> <li><b>Explore gradient of the line <math>y = kx</math></b></li> <li>Recognise and use lines of the form <math>y = x + a</math></li> <li>Explore graphs with negative gradient (<math>y = -kx</math>, <math>y = a - x</math>, <math>x - y = a</math>)</li> <li>Link graphs to linear sequences</li> <li>Plot graphs of the form <math>y = mx + c</math></li> <li><b>Explore non-linear graphs</b></li> <li><b>Find the midpoint of a line segment</b></li> </ul>		<ul style="list-style-type: none"> <li>Draw and interpret scatter graphs</li> <li>Understand and describe linear correlation</li> <li>Draw and use line of best fit (1) &amp; (2)</li> <li>Identify non-linear relationships</li> <li>Identify different types of data</li> <li>Read and interpret ungrouped frequency tables</li> <li>Read and interpret grouped frequency tables</li> <li>Represent grouped discrete data</li> <li>Represent continuous data grouped into equal classes represent in two-way tables</li> </ul>		<ul style="list-style-type: none"> <li>Construct sample space for 1 or more events</li> <li>Find probabilities from a sample space</li> <li>Find probabilities from two-way tables</li> <li>Find probabilities from Venn diagrams</li> <li><b>Use the product rule for finding the total number of possible outcomes</b></li> </ul>	
											Assessment 1	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
	3/1/22 Bank hol <b>Brackets, equations and inequalities</b>				<b>Sequences</b>	<b>Indices</b>	<b>Fractions and percentages</b>			<b>Standard Index Form</b>		<b>Number Sense</b>
	<ul style="list-style-type: none"> <li>Form algebraic expressions use directed number with algebra</li> <li>Multiply out a single bracket</li> <li>Factorise into a single bracket</li> <li>Expand multiple single brackets and simplify</li> <li><b>Expand a pair of binomials</b></li> <li>Solve equations, including with brackets</li> <li>Form and solve equations with brackets</li> <li>Understand and solve simple inequalities</li> <li>Form and solve inequalities</li> <li><b>Solve equations and inequalities with unknowns on both sides</b></li> <li><b>Form and solve equations and inequalities with unknowns on both sides</b></li> <li>Identify and use formulae, expressions, identities and equations</li> </ul>				<ul style="list-style-type: none"> <li>Generate sequences given a rule in words</li> <li>Generate sequences given a simple algebraic rule</li> <li>Generate sequences given a complex algebraic rule</li> <li><b>Find the rule for the nth term of a linear sequence</b></li> </ul>	<ul style="list-style-type: none"> <li>Adding and subtracting expressions with indices</li> <li>Simplifying algebraic expressions by multiplying indices</li> <li>Simplifying algebraic expression by dividing indices</li> <li>Using the addition law for indices</li> </ul>	<ul style="list-style-type: none"> <li><b>Convert fluently between key fractions, decimals and percentages</b></li> <li><b>Calculate key fractions, decimals and percentages of an amount without a calculator</b></li> <li><b>Calculate fractions, decimals and percentages of an amount using calculator methods</b></li> <li>Convert between decimals and percentages greater than 100%</li> <li>Percentages decrease with a multiplier</li> <li>Calculate percentage increase and decrease using a multiplier</li> <li>Express one number as a fraction or a percentage of another without a calculator</li> <li>Express one number as a fraction or a percentage of another using calculator methods</li> <li>Work with percentage change</li> </ul>			<ul style="list-style-type: none"> <li>Investigate positive powers of 10</li> <li>Work with numbers greater than 1 in standard form</li> <li>Investigate negative powers of 10</li> <li>Work with numbers between 0 and 1 in standard form</li> <li>Compare and order numbers in standard form</li> <li>Mentally calculate with numbers in standard form</li> <li>Add and subtract numbers in standard form</li> <li>Multiply and divide with numbers in standard form</li> <li>Use a calculator to work with numbers in standard form</li> </ul>		<ul style="list-style-type: none"> <li><b>Round numbers to powers of 10, and 1 significant figure</b></li> <li>Round numbers to a given number of decimal places</li> <li>Estimate the answer to a calculation</li> <li><b>Understand and use error interval notation</b></li> <li><b>Calculate using the order of operations</b></li> <li>Calculate with money</li> <li>Convert metric measures of length</li> <li>Convert metric units of weight and capacity</li> </ul>

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						<ul style="list-style-type: none"><li>Using the addition and subtraction law for indices</li><li><b>Exploring powers of powers</b></li></ul>	<ul style="list-style-type: none"><li>Choose appropriate methods to solve percentage problems</li><li><b>Find the original amount given the percentage less than 100%</b></li><li><b>Find the original amount given the percentage greater than 100%</b></li><li><b>Choose appropriate methods to solve complex percentage problems</b></li></ul>			<ul style="list-style-type: none"><li><b>Understand and use negative indices</b></li><li><b>Understand and use fractional indices</b></li></ul>		<ul style="list-style-type: none"><li><b>Convert metric units of area</b></li><li><b>Convert metric units of volume</b></li><li>Solve problems involving time and the calendar</li></ul>	
											Assessment 2		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6	
	Angles in parallel lines and polygons			2/5 May bank hol Area of trapezia and circles		Line symmetry and reflection	Assessment Week	The data handling cycle (reduced from 3 to 2 weeks)		Measures of location		J2J starts 3 weeks + enrichment week	
	<ul style="list-style-type: none"><li>Understand and use basic angle rules and notation</li><li>Investigate angles between parallel lines and the transversal</li><li>Identify and calculate with alternate and corresponding angles</li><li>Identify and calculate with co-interior, alternate and corresponding angles</li><li>Solve complex problems with parallel lines</li><li>Constructions triangles and special quadrilaterals</li><li>Investigate the properties of special quadrilaterals</li><li>Identify and calculate with sides and angles in special quadrilaterals</li><li>Understand and use the properties of diagonals of quadrilaterals</li><li>Understand and use the sum of exterior angles of any polygon</li><li>Calculate and use the sum of the interior angles in any polygon</li><li>Calculate missing interior angles in regular polygons</li><li>Prove simple geometric facts</li><li>Construct angle bisector</li><li>Construct a perpendicular bisector of a line segment</li></ul>			<ul style="list-style-type: none"><li>Calculate the area of triangles, rectangles and parallelograms</li><li>Calculate the area of a trapezium</li><li>Calculate the perimeter and area of compound shapes (1)</li><li>Investigate the area of a circle</li><li>Calculate the area of a circle and parts of a calculator without a calculator</li><li>Calculate the area of a circle and parts of a circle with a calculator</li><li>Calculate the perimeter and area of compound shapes (2)</li></ul>		<ul style="list-style-type: none"><li>Recognise line symmetry</li><li>Reflect a shape in a horizontal or vertical line 1 (shapes touching the line)</li><li>Reflect a shape in a horizontal or vertical line 2 (shapes not touching the line)</li><li>Reflect shape in a diagonal line 1 (shapes touching the line)</li><li>Reflect shape in a diagonal line 2 (shapes not touching the line)</li></ul>		<ul style="list-style-type: none"><li>Set up statistical enquiry</li><li>Design and criticise questionnaires</li><li>Draw and interpret pictograms, bar charts and vertical line charts</li><li>Draw and interpret multiple bar charts</li><li>Draw and interpret pie charts</li><li>Draw and interpret line graphs</li><li>Choose the most appropriate diagram for a given set of data</li><li>Represent and interpret grouped quantitative data</li><li>Find and interpret range</li><li>Compare distributions using charts</li><li>Identify misleading graphs</li></ul>		<ul style="list-style-type: none"><li>Understand and use the mean, median and mode</li><li>Choose the most appropriate average</li><li>Find the mean from an ungrouped frequency table</li><li>Find the mean from a grouped frequency table</li><li>Identify outliers</li><li>Compare distributions using average and the range</li></ul>			
							EOY Assessment						

- **Points in bold denotes greater depth**
- **Points in red denotes a review step for content covered in previous years**

## SCIENCE

Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
		Organisms: Digestion  Recap keywords  Practical L6 – enzymes  Practical L7 food tests	Organisms: Digestion  Practical L8 food tests  L9 CMP and DIRT	Matter: Separating Mixtures	Matter: Separating Mixtures	Matter: Separating Mixtures CMP and DIRT	Electromagnets: Current	Electromagnets: Current CMP and DIRT	Ecosystems: Respiration	Ecosystems: Respiration CMP/DIRT	Matter: periodic table and elements part 1 (lessons 1 to 8)	Matter: periodic table and elements part (lessons 1 to 8)
	Common Assessment points											
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Matter: periodic table and elements part 1 (lesson 1-8)	Organisms: Breathing	Organisms: Breathing	Organisms: Breathing	Electromagnets: voltage and resistance	Electromagnets: voltage and resistance	Genes: Human Reproduction	Genes: Human Reproduction	Genes: Human Reproduction	Genes: Human Reproduction CMP/ DIRT	Ecosystems: photosynthesis	Ecosystems: photosynthesis
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week  Ecosystems: interdependence
	Ecosystems: photosynthesis CMP/SIMS	Waves: Sound	Waves: Sound	Waves: Sound	Revision	Revision	Assessment	Forces: Contact Forces	Forces: Contact Forces CMP/DIRT	Waves light CMP/DIRT	DIRT/ Practical skills development	
						Y8 End Year Assessments	Y8 End Year Assessments					

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Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> General overview of MDOD  <b>Activity:</b> Students collate research collected from video clip and ppt and write a paragraph that summarises the festival.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Overview and sugar skulls  <b>Activity</b> Complete the information about MOFD and begin a design for a sugar skull using pencil crayons.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Religious retablos and ex-votos.  <b>Activity</b> Create a retablo / ex-voto using the printed images of Virgin de Guadalupe and Santa Muerte.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity:</b> Discuss the work of Thaneeya MacArdle Create samples of blending with oil/soft pastels. Begin to draw sugar skull design. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity</b> Discuss the work of Thaneeya MacArdle Complete the sugar skull design and add blended colour using pastels. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity</b> Discuss the work of Thaneeya MacArdle Complete the sugar skull with blended colour using pastels. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create tonal value scales in pencil and fine-liner. Render a sphere or cone to make it look 3D. Practice small section of skull in tonal pencil. <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> In test conditions. create a detailed tonal skull using pencil shading.  <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Complete the detailed tonal skull using pencil crayon. Draw up skull for ink work.  <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create a detailed tonal skull using pen with hatching/cross hatching.  <b>Artist link:</b> Alphonso Dunn.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create a tonal skull using pen and wash/ink.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity:</b> Create either a) a mask or b) a skeleton puppet.
	<b>Common Assessment points</b>	Assessment Point 1 MOTD Presentation All strands				Assessment point ARE grid assessment of sugar skull work. All strands			Assessment Point Tonal skull Test Strands 1/3			
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity</b> Create either a) a mask or b) a skeleton puppet.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity</b> Complete either a) a mask or b) a skeleton puppet.	<b>Topic:</b> Bugs  <b>Focus:</b> Drawing techniques. History of bugs in Art. <b>Activity:</b> Six timed sketches of bugs: Simple linear pencil sketch. 5 -10 min each. Research project about bugs in Art. <b>Artist link:</b> independent	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing - pencil  <b>Activity:</b> A detailed tonal drawing of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing - pen  <b>Activity:</b> An ink study of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> - Observation - watercolour  <b>Activity:</b> A watercolour study of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> - Observation - watercolour  <b>Activity:</b> Complete the watercolour study of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing test- pencil  <b>Activity:</b> A detailed tonal drawing of a bug using a grid.	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation  <b>Activity:</b> Collate research gathered to create.a presentation about the work of Abbi Diamond. <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation  <b>Activity:</b> Collate research gathered to create.a presentation about the work of Abbi Diamond. <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation  <b>Activity:</b> Collate research gathered to create.a presentation about the 3D work of Kerilynn Wilson <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Design a bug sculpture based on the work of Kerilynn Wilson.  <b>Artist link:</b> Kerilynn Wilson
		Assessment Point Final piece All strands						Assessment Point Observation Strand s 1/ 3				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks +
	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Illustration  <b>Focus:</b> Tim Burton  <b>Activity:</b> Research the work of Tim Burton and produce a sketchbook presentation. <b>Artist link:</b> Tim Burton	<b>Topic:</b> Illustration  <b>Focus:</b> Tim Burton  <b>Activity:</b> Create ink and wash copies of the work of Tim Burton. <b>Artist link:</b> Tim Burton	<b>Topic:</b> Illustration  <b>Focus:</b> John Kenn Mortenson  <b>Activity:</b> Examine the work of John Kenn Mortensen and write a piece of analysis on his work. <b>Artist link:</b> John Kenn Mortenson	<b>Topic:</b> Illustration  <b>Focus:</b> John Kenn Mortenson  <b>Activity:</b> Create a monoprint copy of a piece by John Kenn. <b>Artist link:</b> John Kenn Mortenson	<b>Topic:</b> Illustration  <b>Focus:</b> Maurice Sendak  <b>Activity:</b> Create a presentation about the work of Maurice Sendak. <b>Artist link:</b> Maurice Sendak	<b>Topic:</b> Illustration  <b>Focus:</b> Maurice Sendak  <b>Activity:</b> Create a copy of an illustration by Maurice Sendak. <b>Artist link:</b> Maurice Sendak	<b>Topic:</b> Illustration  <b>Focus:</b> fairy-tale illustration  <b>Activity:</b> Create an illustration for a Grimm fairy-tale character in the style of Burton/Kenn/Sendak.	<b>Topic:</b> Illustration  <b>Focus:</b> fairy-tale illustration  <b>Activity:</b> Create an illustration for a Grimm fairy-tale character in the style of Burton/Kenn/Sendak.	<b>Topic:</b> Illustration  <b>Focus:</b> fairy-tale illustration  <b>Activities:</b> Observe the contents of a sweet jar in pencil, paint, ink and print.  Enrichment week
			Assessment Point ARE grid assessment of final piece. All strands			Y8 End Year Assessments	Y8 End Year Assessments Assessment point All strands			Assessment point Final illustration All strands		

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Long term plan Year 8 Nurture 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
		<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Overview and sugar skulls  <b>Activity</b> Complete brief information about MOFD and begin a design for a sugar skull using pencil crayons.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Overview and sugar skulls.  <b>Activity</b> Complete the sugar skull design.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity:</b> Discuss the work of Thaneeya MacArdle Create samples of blending with oil/soft pastels. Begin to draw sugar skull design. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity</b> Discuss the work of Thaneeya MacArdle Complete the sugar skull design and add blended colour using pastels. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Sugar skulls  <b>Activity</b> Discuss the work of Thaneeya MacArdle Complete the sugar skull with blended colour using pastels. Photocopy and create a jigsaw. <b>Artist link:</b> Thaneeya MacArdle.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create a tonal skull using three tones in sections.  <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Complete the tonal skull using three tones in sections.  <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create a skull collage from newspaper.  <b>Artist link:</b> da Vinci	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Complete the skull collage.  <b>Artist link:</b> Alphonso Dunn.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Tonal skulls  <b>Activity</b> Create a mask design.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity:</b> Create either a) a skeleton puppet or b) a hanging skull from a template.
	<b>Common Assessment points</b>	Assessment Point 1 MOTD Presentation All strands				Assessment point Sugar skull work. All strands						
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity</b> Create either a) a skeleton puppet or b) a hanging skull from a template.	<b>Topic:</b> Mexican Day of the Dead  <b>Focus:</b> Skulls/skeletons  <b>Activity</b> Create either a) a skeleton puppet or b) a hanging skull from a template.	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing - pencil  <b>Activity:</b> A detailed tonal drawing of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing - pencil  <b>Activity:</b> A detailed tonal drawing of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> Observation drawing - pen  <b>Activity:</b> An ink study of a bug.	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation  <b>Activity:</b> Make simple notes about Abbi Diamomd and copy a piece of her work. <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation  <b>Activity:</b> Make simple notes about Abbi Diamomd and copy a piece of her work. <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Material experimentation  <b>Activity:</b> Make a large expressive Brusho painting of a bug . <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Material experimentation  <b>Activity:</b> Complete the a large expressive Brusho painting of a bug . <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Material experimentation  <b>Activity:</b> Complete the a large expressive Brusho painting of a bug . <b>Artist link:</b> Abbi Diamond	<b>Topic:</b> Bugs  <b>Focus:</b> Bug artist presentation <b>Activity:</b> Make simple notes about the 3D work of Kerilynn Wilson and stick pictures of her work into sketchbook. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Design a bug sculpture based on the work of Kerilynn Wilson.  <b>Artist link:</b> Kerilynn Wilson
		Assessment Point Final piece All strands										
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + <b>Topic:</b> Sweet Jar  <b>Focus:</b> Observation  <b>Activities:</b> Observe the contents of a sweet jar in pencil, paint, ink and print.  Enrichment week
	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D Bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Bugs  <b>Focus:</b> 3D bug sculpture  <b>Activity:</b> Create a bug sculpture based on the work of Kerilynn Wilson. <b>Artist link:</b> Kerilynn Wilson	<b>Topic:</b> Illustration  <b>Focus:</b> Tim Burton  <b>Activity:</b> Watch a clip of Tim Burton's films. Create a step-by-step ink and wash copy of the work of Tim Burton.  <b>Artist link:</b> Tim Burton	<b>Topic:</b> Illustration  <b>Focus:</b> Tim Burton  <b>Activity:</b> Make simple notes about Tim Butron and his work . <b>Artist link:</b> Tim Burton	<b>Topic:</b> Illustration  <b>Focus:</b> John Kenn  <b>Activity:</b> Examine the work of John Kenn Mortensen. "Roll and Monster" mono print. <b>Artist link:</b> John Kenn Mortenson	<b>Topic:</b> Illustration  <b>Focus:</b> John Kenn  <b>Activity:</b> Create a large monoprnt (ink plate) of a monster. <b>Artist link:</b> John Kenn Mortenson	<b>Topic:</b> Illustration  <b>Focus:</b> Maurice Sendak  <b>Activity:</b> Explore the work of Maurice Sendak. Create a copy of an illustration by Maurice Sendak.  <b>Artist link:</b> Maurice Sendak	<b>Topic:</b> Illustration  <b>Focus:</b> Maurice Sendak  <b>Activity:</b> <b>Focus:</b> fairy-tale illustration  <b>Activity:</b> Create an illustration for a Grimm fairy-tale character in the style of Burton/Kenn/Sendak <b>Artist link:</b> Maurice Sendak	<b>Topic:</b> Illustration  <b>Focus:</b> fairy-tale illustration  <b>Activity:</b> Create an illustration for a Grimm fairy-tale character in the style of Burton/Kenn/Sendak.	<b>Topic:</b> Illustration  <b>Focus:</b> fairy-tale illustration  <b>Activity:</b> Create an illustration for a Grimm fairy-tale character in the style of Burton/Kenn/Sendak.	
			Assessment Point ARE All strands			Y8 End Year Assessments	Y8 End Year Assessments Assessment point					



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							All strands					
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## Design Technology

Long term plan Year 8 2021-22 – Design Technology is taught in 3 rotations – Textiles – Materials - Food

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Materials – Desk Tidy	<u>Research/Technical Knowledge</u>	<u>Research/Technical Knowledge</u>	<u>Design</u>	<u>Design</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge</u>	<u>Make/Technical Knowledge/Evaluate</u>	<u>Technical Knowledge/Evaluate</u>
	Introduction— Design brief. Specification and product analysis	Moodboard and design strategy 1	Design strategy 2 Complete all work up to date	2D and 3D drawing techniques  Final Design  Plastics and woods.	Manufacturing - drawing out and using coping/hegner saw	Feedback and assessment— Improvement Time Manufacturing - drawing out and using coping/hegner saw	Manufacturing - drilling and cutting out post it note	Manufacturing - Glue together Plan for making	Manufacturing - Sanding and Finishing	Manufacturing - vacuum forming	Final Manufacturing Update plan for making	Final evaluation / presentation. End of project test.
						Mid project assessment					End of project exam assessment	End of project assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Textiles – Monster	<u>Research/Technical Knowledge</u>	<u>Research/Technical Knowledge</u>	<u>Technical Knowledge</u>	<u>Technical Knowledge</u>	<u>Technical Knowledge/Evaluation</u>	<u>Technical Knowledge/Evaluation</u>	<u>Design</u>	<u>Design/Make</u>	<u>Make</u>	<u>Make</u>	<u>Make</u>	<u>Technical Knowledge/Evaluate</u>
	Introduction— Design brief. designer analysis	Moodboard and initial sketches	Batiq	Sewing machine— different stitch types  Hand and/or machine applique	Tie Dye Evaluation of samples	Feedback and assessment— Improvement Time	Design Ideas  Final Design	Manufacturing - Batik and Tie Dye	Manufacturing - Cutting to shape	Manufacturing - Applique	Final Manufacturing	Final evaluation / presentation. End of project test.
						Mid project assessment					End of project exam assessment	End of project assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Food – Multi Cultural Food	Introduction to learning journey and kitchen crews. Hygiene and safety. Rules and expectations. Demo bread dough.	Weigh, measure and produce bread dough. Cultural breads and shaping / baking practical.	Kenwood 50/50 bread dough practical. Nutrients and pizza planning.	Pizza practical. 4 C's and Bolognese demo.	Bolognese practical. Safe food preparation and storage. Dem chicken tikka masala.	Chicken tikka masala practical. Social, moral, ethical & environmental issues. Demo sweet & sour chicken	Practical sweet & sour chicken Staple foods around the world. Demo stir fry & planning.	DIRT Time  Stir fry practical.	Cake making— World Desserts Muffin Demo Muffin Practical	Festival food ideas 1 & 2. Festival food recipe planning.	Festival food final practical. Evaluation of final dish.	Theory test.  Final evaluations.
						Mid project assessment					End of project exam assessment	End of project assessment

Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Halloween  Focus: Haunted House  Task: Rehearsing and performing a scene based on a haunted house.	Topic: Halloween  Focus: Halloween poem  Task: Rehearsing and performing a performance poetry.	Topic: Halloween  Focus: Ghost Stories.  Task: Rehearsing and performing a scene based on a ghost story.	Topic: Halloween  Focus: Ghost Stories.  Task: Rehearsing and performing a scene based on a ghost story.	Topic: Halloween  Focus: Macbeth - witches  Task: Rehearsing and performing a scene from Macbeth.	Topic: Halloween  Focus: Salem Witch Trials  Task: Rehearsing and performing a scene based on the Salem Witch Trials.	Topic: Halloween  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Christmas/loneliness  Focus: Eleanor Rigby.  Task: Rehearse and perform a scene based on the song.	Topic: Christmas/loneliness  Focus: Christmas adverts.  Task: Rehearse and perform your own Christmas advert.	Topic: Christmas/loneliness  Focus: The Lonely girl.  Task: Rehearse and perform a scene based on loneliness.	Topic: Christmas/loneliness  Focus: Wrapping Elves.  Task: Rehearse and perform a script.	Topic: Christmas/loneliness  Focus: Wrapping Elves.  Task: Rehearse and perform a script.
	Common Assessment points				Teacher updates ARE and provides individual student feedback based on Ghost Story and Macbeth performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE							Teacher updates ARE and provides individual student feedback based on performance of Elf script.  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Christmas/loneliness  Focus: Elf the Movie.  Task: Rehearse and perform a scene based on Elf the movie.	Topic: Christmas/loneliness  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Improvisation.  Focus: Improvisation – the unwanted gift.  Task: Create and perform a scene using improvisation.	Topic: Improvisation.  Focus: Improvisation – the tantrum  Task: Create and perform a scene using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Physical Theatre  Focus: James Bond  Task: Rehearse a performance of James Bond, using Physical Theatre.	Topic: Physical Theatre  Focus: James Bond  Task: Rehearse a performance of James Bond, using Physical Theatre.	Topic: Physical Theatre  Focus: James Bond  Task: Rehearse a performance of James Bond, using Physical Theatre.
								Teacher updates ARE and provides individual student feedback based on				

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								desert island performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Physical Theatre  Focus: Features of Physical Theatre.  Task: Rehearse a perform a performance using Physical Theatre.	Topic: Physical Theatre  Focus: Chair Duets  Task: Rehearse a perform a chair duet.	Topic: Physical Theatre  Focus: Reflection lesson. Task: Read and respond to teacher feedback.	Topic: Willy Russell scripts.  Focus: Our Day Out.  Task: Rehearse and perform a scene based on 'Our Day Out'.	Topic: Willy Russell scripts.  Focus: Our Day Out.  Task: Rehearse and perform a scene based on 'Our Day Out'.	Topic: Willy Russell scripts.  Focus: Blood Brothers.  Task: Rehearse and perform a scene based on 'Blood Brothers'.	Topic: Willy Russell scripts.  Focus: Blood Brothers.  Task: Rehearse and perform a scene based on 'Blood Brothers'.	Topic: Willy Russell scripts  Focus: Reflection lesson. Task: Read and respond to teacher feedback.	Topic: Appreciation  Focus: Performance skills. Task: Identifying and analysing the use of performance skills in a production.	Topic: Appreciation  Focus: Vocal skills. Task: Identifying and analysing the use of vocal skills in a production.	Topic: Appreciation  Focus: Job Roles  Task: Understanding the roles, skills and responsibilities required by none performance roles.	
		Teacher updates ARE and provides individual student feedback based on chair duet and physical theatre performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				Y8 End Year Assessments	Y8 End Year Assessments  Teacher updates ARE and provides individual student feedback based on scripted performance of Blood Brothers or Our Day Out.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And			Teacher updates ARE and provides individual student feedback based on their understanding of performance and vocal skills.  Strand: APPLICATION OF EVALUATIVE & APPRECIATION SKILLS & KNOWLEDGE		

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							Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE					
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Drama - Nurture

Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Halloween  Focus: Haunted House  Task: Rehearsing and performing a scene based on a haunted house.	Topic: Halloween  Focus: Halloween poem  Task: Rehearsing and performing performance poetry.	Topic: Halloween  Focus: Ghost Stories.  Task: Rehearsing and performing a scene based on a ghost story.	Topic: Halloween  Focus: Ghost Stories.  Task: Rehearsing and performing a scene based on a ghost story.	Topic: Halloween  Focus: Macbeth - witches  Task: Rehearsing and performing a scene from Macbeth.	Topic: Halloween  Focus: Salem Witch Trials  Task: Rehearsing and performing a scene based on the Salem Witch Trials.	Topic: Halloween  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Christmas/loneliness  Focus: Eleanor Rigby.  Task: Rehearse and perform a scene based on the song.	Topic: Christmas/loneliness  Focus: Christmas adverts.  Task: Rehearse and perform your own Christmas advert.	Topic: Christmas/loneliness  Focus: The Lonely girl.  Task: Rehearse and perform a scene based on loneliness.	Topic: Christmas/loneliness  Focus: Wrapping Elves.  Task: Rehearse and perform a script.	Topic: Christmas/loneliness  Focus: Wrapping Elves.  Task: Rehearse and perform a script.
	Common Assessment points				Teacher updates ARE and provides individual student feedback based on Ghost and Macbeth performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE							Teacher updates ARE and provides individual student feedback based on performance of Elf script.  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Christmas/loneliness  Focus: Elf the Movie.  Task: Rehearse and perform a scene based on Elf the movie.	Topic: Christmas/loneliness  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Improvisation.  Focus: Improvisation – the unwanted gift.  Task: Create and perform a scene using improvisation.	Topic: Improvisation.  Focus: Improvisation – the tantrum  Task: Create and perform a scene using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Improvisation – the desert island.  Task: Create and perform a performance using improvisation.	Topic: Improvisation.  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: The Tempest  Focus: The Tempest – script.  Task: Rehearsing and performing a scene from the Tempest.	Topic: The Tempest  Focus: The Tempest – script.  Task: Rehearsing and performing a scene from the Tempest.	Topic: The Tempest  Focus: The Tempest – script.  Task: Rehearsing and performing a scene from the Tempest.
								Teacher updates ARE and provides individual student feedback based on				

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								desert island performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Topic: The Tempest  Focus: The Tempest – script.  Task: Rehearsing and performing a scene from the Tempest.	Topic: The Tempest  Focus: The Tempest – script.  Task: Rehearsing and performing a scene from the Tempest.	Topic: The Tempest  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: The Hunger Games  Focus: The Hunger Games – script Task: Rehearsing and performing a scene based on ‘The Hunger Games’.	2/5 May bank holiday  Topic: The Hunger Games  Focus: The Hunger Games – script Task: Rehearsing and performing a scene based on ‘The Hunger Games’.	Topic: The Hunger Games  Focus: The Hunger Games – script Task: Rehearsing and performing a scene based on ‘The Hunger Games’.	Topic: The Hunger Games  Focus: The Hunger Games – script Task: Rehearsing and performing a scene based on ‘The Hunger Games’.	Topic: The Hunger Games  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	J2J starts 3 weeks + enrichment week
		Teacher updates ARE and provides individual student feedback based on their performance of ‘The Tempest’.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				Y8 End Year Assessments	Y8 End Year Assessments  Teacher updates ARE and provides individual student feedback based on their performance of ‘Hunger Games’.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				Teacher updates ARE and provides individual student feedback based on their analysis grid.  Strand: APPLICATION OF EVALUATIVE & APPRECIATION SKILLS & KNOWLEDGE	



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 <sup>th</sup> /7 <sup>th</sup> Inset days												
Describing places in a town	Describing places in a town	Describing places in a town	Describing where you go at the weekend	Describing where you go at the weekend	Inviting people out	Describing what you are going to do	Describing what you are going to do	Describing what you are going to do	Discussing plans for a special weekend	Discussing plans for a special weekend	Discussing plans for a special weekend	Discussing school holidays
Understanding prices in French	Understanding prices in French	Understanding prices in French	Using the verb "aller"	Using the verb "aller"	Using the verb "vouloir"	Using the near future tense	Using the near future tense	Using the near future tense	Using present and near future tenses together	Using present and near future tenses together	Using present and near future tenses together	Using "avoir" and "être"
Common Assessment points				Listening	Speaking		Translation			Writing		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
Discussing school holidays	Christmas in France	Describing what you visited and what it was like	Describing what you visited and what it was like	Describing what you did during the holidays	Describing what you did	Describing what you did	Describing where you went	Describing where you went	Describing where you went	Describing where you went	Giving opinions on festivals and celebrations	Describing a festival
Using "avoir" and "être"	Understanding Christmas traditions in France	Using the perfect tense of "visiter"	Using the perfect tense of "visiter"	Using the perfect tense of regular-er verbs	Understanding perfect tense of irregular verbs	Understanding perfect tense of irregular verbs	Using the perfect tense of "aller"	Using the perfect tense of "aller"	Using the perfect tense of "aller"	Using the perfect tense of "aller"	Understanding dates Saying what you like and don't like	Present tense of regular -er verbs
			Speaking		Listening & Reading				Writing			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Describing a festival	Understanding more detailed information about a festival	Discussing what you are going to eat on a special occasion	Discussing what you are going to eat on a special occasion	Revision	Listening Reading Writing	Describing TV programmes and actors	Discussing digital technology	Arranging to go to the cinema	Arranging to go to the cinema	Discussing leisure activities	J2J starts 3 weeks + enrichment week	
Present tense of regular -er verbs	Identifying the subject when listening or reading	Using the partitive article	Using the partitive article			Using adjective agreement	Forming and answering questions	Using the 24 hour clock	Using the 24 hour clock	Using negatives		
Speaking					Y8 End Year Assessments	Y8 End Year Assessments			Speaking			

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Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 7 Do we know enough about tectonic hazards?	Topic 8 Who wants to be a billionaire?	Topic 8 Who wants to be a billionaire?	Topic 8 Who wants to be a billionaire?	Topic 8 Who wants to be a billionaire?	Topic 8 Who wants to be a billionaire?
	Common Assessment points		Comparing earthquakes								Billionaire	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic 8 Who wants to be a billionaire?	Topic 8 Who wants to be a billionaire?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 9 What is climate change and the future?	Topic 10 Is the geography of Russia a curse?	Topic 10 Is the geography of Russia a curse?	Topic 10 Is the geography of Russia a curse?
					Mid year assessment							Sea Bed
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Topic 10 Is the geography of Russia a curse?	Topic 10 Is the geography of Russia a curse	Topic 10 Is the geography of Russia a curse	Topic 11 Are you flood ready?	Topic 11 Are you flood ready?	Topic 11 Are you flood ready?	Topic 11 Are you flood ready?	Topic 11 Are you flood ready?	Topic 12 Are we running out of natural resources?	Topic 12 Are we running out of natural resources?	Topic 12 Are we running out of natural resources?	J2J starts 3 weeks + enrichment week
						Y8 End Year Assessments	Y8 End Year Assessments					

Long term plan Year 8 2021-22: History

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Mughal Empire	Mughal Empire	Mughal Empire	Mughal Empire	Mughal Empire	Mughal Empire	Mughal Empire	Industrial Revolution	Industrial Revolution	Industrial Revolution	Industrial Revolution	Industrial Revolution
	Common Assessment points					Assessed piece of writing on the creation of the Mughal Empire						
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Industrial Revolution	Industrial Revolution	French Revolution	French Revolution	French Revolution	French Revolution	French Revolution	French Revolution	French Revolution	The British Empire	The British Empire	The British Empire
	Assessed written piece on the changes of the Industrial Revolution						Mid-year assessment					
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	The British Empire	The British Empire	The British Empire	American West	American West	American West	American West	American West	Slavery and Civil Rights	Slavery and Civil Rights	Slavery and Civil Rights	

No child left behind

			Assessed written piece of the impact of the British Empire			Y8 End Year Assessments	Y8 End Year Assessments					
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No child left behind

Music

Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 3  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development
	Common Assessment points						Music Assessment Strands 1,3,5,6					
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues  Focus: Understanding History and key Features  Task: Performance and stylistic development	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Blues/Song Composition  Focus: Implementing Techniques  Task: Song/Piece composition	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing
		Music Assessment Strands 1,2,3,4						Music assessment Strands 1,2,3,4,6				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing	Topic: Music Technology  Focus: Introduction to Sequencing and functions  Task: Sequencing	Topic: Hooks and Riffs  Focus: Identification and implementation of Hooks and Riffs  Task: Composition / Performance / identification of Hooks and Riffs	Topic: Hooks and Riffs  Focus: Identification and implementation of Hooks and Riffs  Task: Composition / Performance / identification of Hooks and Riffs	Topic: Hooks and Riffs  Focus: Identification and implementation of Hooks and Riffs  Task: Composition / Performance / identification of Hooks and Riffs	Topic: Hooks and Riffs  Focus: Identification and implementation of Hooks and Riffs  Task: Composition / Performance / identification of Hooks and Riffs	Topic: Hooks and Riffs  Focus: Identification and implementation of Hooks and Riffs  Task: Composition / Performance / identification of Hooks and Riffs	Topic: Music Technology  Focus: Track development  Task: Create a 1 minute piece/arrangement using the built in loops	Topic: Music Technology  Focus: Track development  Task: Create a 1 minute piece/arrangement using the built in loops	Topic: Music Technology  Focus: Track development  Task: Create a 1 minute piece/arrangement using the built in loops	Topic: Music Technology  Focus: Track development  Task: Create a 1 minute piece/arrangement using the built in loops	
		Music Assessment Strands 3,4,5,7				Y8 End Year Assessments	Y8 End Year Assessments Summative Music Assessment All Strands				Assessment Strands 4,6,7	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 <sup>th</sup> /7 <sup>th</sup> Inset days												
Unit 8.1 What prejudice do people face? L1 What is prejudice and discrimination?	Unit 8.1 What prejudice do people face? L2 Does racism still exist?	Unit 8.1 What prejudice do people face? L3 Who were the Three Stephens?	Unit 8.1 What prejudice do people face? L4 Who had more impact: Malcolm X or Martin Luther King?	Unit 8.1 What prejudice do people face? L5 How did Gandhi change the world?	Unit 8.2 What are healthy and unhealthy relationships? L1 How do we make friends and show empathy?	Unit 8.2 What are healthy and unhealthy relationships? L2 What is love and care in our relationships?	Unit 8.2 What are healthy and unhealthy relationships? L3 What are the different sexualities?	Unit 8.2 What are healthy and unhealthy relationships? L4 What is reproduction?	Unit 8.2 What are healthy and unhealthy relationships? L5 What is contraception?	Unit 8.2 What are healthy and unhealthy relationships? L6 How do we live healthy lives?	Unit 8.2 What are healthy and unhealthy relationships? L7 How can we stay safe online?	
Common Assessment points										Prejudice . / Healthy relationships Assessment 1		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
Unit 8.3 How do Muslims live and why? L1 How did Islam begin?	Unit 8.3 How do Muslims live and why? L2 What do Muslims believe about God?	Unit 8.3 How do Muslims live and why? L3 What is the Quran?	Unit 8.3 How do Muslims live and why? L4 What is celebrated at Ramadan and Eid-ul-Fitr?	Unit 8.3 How do Muslims live and why? L5 What is jihad?	Unit 8.3 How do Muslims live and why? L6 What are the differences between Sunni and Shia Islam?	Unit 8.4 What is evil and suffering? L1 what is suffering? (natural evil and moral evil and Natural law. )	Unit 8.4 What is evil and suffering? L2 Are evil and suffering linked?	Unit 8.4 What is evil and suffering? L3 Does suffering prove God does not exist?	Unit 8.4 What is evil and suffering? L4 How do Christians respond to suffering?	Unit 8.4 What is evil and suffering? L5 What difference can we make to evil and suffering? (Comic relief)	Unit 8.4 What is evil and suffering? L6 What can be done about evil and suffering?	
						Islam Assessment 2						
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
Unit 8.4 What is evil and suffering? L7 What has been the impact of Anti-Semitism?	Unit 8.5 Buddhism: Is all life suffering? L1 What is Buddhism?	Unit 8.5 Buddhism: Is all life suffering? L2 Who was Siddhartha?	Unit 8.5 Buddhism: Is all life suffering? L3 Why did Siddhartha leave the palace?	Unit 8.5 Buddhism: Is all life suffering? L4 How was enlightenment reached?	Unit 8.6 How do we deal with crime? L1 what are your rights?	Unit 8.6 How do we deal with crime? L2 What does the law say about children?	Unit 8.6 How do we deal with crime? L3 How are young people punished?	Unit 8.6 How do we deal with crime? L4 What is gang crime and county lines?	Unit 8.7 What is positive mental health? L1 What are the bad thoughts that affect us?	Unit 8.7 What is positive mental health? L2 What are effective coping strategies and CBT?		
						Y8 End Year Assessments	Y8 End Year Assessments					

Long term plan Year 8 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12														
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11														
6 <sup>th</sup> /7 <sup>th</sup> Inset days																										
	Cycle 1: September-October Half Term							Cycle 2: October Half term - Christmas																		
	<table><tr><th>Lesson 1</th><th>Lesson 2</th></tr><tr><td>Rounders</td><td>Fitness Suite</td></tr><tr><td>Rugby</td><td>Rounders</td></tr><tr><td>Badminton</td><td>Netball (Outdoors)</td></tr><tr><td>Netball (outdoors)</td><td>Basketball</td></tr><tr><td>Rounders</td><td>Fitness</td></tr><tr><td>Fitness</td><td>Netball (Outdoors)</td></tr></table>		Lesson 1	Lesson 2	Rounders	Fitness Suite	Rugby	Rounders	Badminton	Netball (Outdoors)	Netball (outdoors)	Basketball	Rounders	Fitness	Fitness	Netball (Outdoors)										
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	Fitness	Netball (Outdoors)																								
<ul style="list-style-type: none"><li>Black = Age related expectations</li><li>Green = Exceeding age related expectations</li><li>Lead a 3 part <b>warm up</b> and develop a skill related activity</li><li>Demonstrate <b>core skills</b> within isolated practices</li><li>Demonstrate a <b>good level</b> of fitness</li><li>Identify most <b>components of fitness</b></li><li>Understand the <b>rules</b> within a game and apply appropriate <b>strategies</b> and <b>tactics</b></li><li>Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved</li><li>Attend a range of in school extra-curricular clubs</li><li>Consistently have full PE kit</li><li>Explain the short term effects of exercise on the body following a warm up</li><li>Apply core skills in conditioned games</li><li>Prioritise which components of fitness are needed the current activity</li><li>Successfully officiate part of a sport</li></ul>							<ul style="list-style-type: none"><li>Black = Age related expectations</li><li>Green = Exceeding age related expectations</li><li>Lead a 3 part <b>warm up</b> and develop a skill related activity</li><li>Demonstrate <b>core skills</b> within isolated practices</li><li>Demonstrate a <b>good level</b> of fitness</li><li>Identify most <b>components of fitness</b></li><li>Understand the <b>rules</b> within a game and apply appropriate <b>strategies</b> and <b>tactics</b></li><li>Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved</li><li>Attend a range of in school extra-curricular clubs</li><li>Consistently have full PE kit</li><li>Explain the short term effects of exercise on the body following a warm up</li><li>Apply core skills in conditioned games</li><li>Prioritise which components of fitness are needed the current activity</li><li>Successfully officiate part of a sport</li></ul>																			
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	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3														
			3/1/22 Bank hol																							



Cycle 3: January - Feb Half Term

Lesson 1	Lesson 2
Rugby	Table Tennis
Basketball	Alt Sports
Table Tennis	Fitness
Football	Fitness Suite
Football	Badminton
Fitness Suite	Alt Sports

- Black = Age related expectations
- Green = Exceeding age related expectations
- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

Cycle 4: Feb Half Term - Easter

Lesson 1	Lesson 2
Fitness	Alt Sports
Table Tennis	Fitness
Fitness Suite	Rugby
Alt Sports	Dance/Cheer
Alt Sports	Basketball
Basketball	Rugby

- Black = Age related expectations
- Green = Exceeding age related expectations
- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week

Cycle 5: Easter - May 14th					Cycle 6 May 17th - June to June					
Lesson 1	Lesson 2				Lesson 1	Lesson 2				
Softball	Badminton				Cricket	Athletics				
Fitness Suite	Cricket				Softball	Athletics				
Alt Sports	Rounders				Athletics	Cricket				
Rounders	Rugby				Cricket	Athletics				
Cricket	Fitness Suite				Athletics	Softball				
Table Tennis	Rounders				Athletics	Cricket				
<ul style="list-style-type: none"><li>• Black = Age related expectations</li><li>• Green = Exceeding age related expectations</li><li>• Lead a 3 part <b>warm up</b> and develop a skill related activity</li><li>• Demonstrate <b>core skills</b> within isolated practices</li><li>• Demonstrate a <b>good level</b> of fitness</li><li>• Identify most <b>components of fitness</b></li><li>• Understand the <b>rules</b> within a game and apply appropriate <b>strategies</b> and <b>tactics</b></li><li>• Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved</li><li>• Attend a range of in school extra-curricular clubs</li><li>• Consistently have full PE kit</li><li>• Explain the short term effects of exercise on the body following a warm up</li><li>• Apply core skills in conditioned games</li><li>• Prioritise which components of fitness are needed the current activity</li><li>• Successfully officiate part of a sport</li></ul>					<ul style="list-style-type: none"><li>• Black = Age related expectations</li><li>• Green = Exceeding age related expectations</li><li>• Lead a 3 part <b>warm up</b> and develop a skill related activity</li><li>• Demonstrate <b>core skills</b> within isolated practices</li><li>• Demonstrate a <b>good level</b> of fitness</li><li>• Identify most <b>components of fitness</b></li><li>• Understand the <b>rules</b> within a game and apply appropriate <b>strategies</b> and <b>tactics</b></li><li>• Identify strength and weaknesses in yours and your peers’ performance and describe how they can be improved</li><li>• Attend a range of in school extra-curricular clubs</li><li>• Consistently have full PE kit</li><li>• Explain the short term effects of exercise on the body following a warm up</li><li>• Apply core skills in conditioned games</li><li>• Prioritise which components of fitness are needed the current activity</li><li>• Successfully officiate part of a sport</li></ul>					
					Y8 End Year Assessments	Y8 End Year Assessments				