

Departmental Long Term Planning Grid




Department: Art	Subject: Art	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Culture - 3D ceramic: 15 weeks. Autumn term</p> <ul style="list-style-type: none"> ● Be able to selectively research the chosen culture. ● Understand and have the ability to follow a project brief. ● Understand and be able to apply cultural imagery and patterns to their own design work. ● Be able to identify distinct characteristics of the chosen culture. ● Develop an understanding of the cultural society. ● Have the ability to produce a piece of clay work. ● Be able to select suitable colours to decorate the final clay work. ● Be able to successfully and skilfully paint the final outcome, colour mixing successfully and using tones of colour. ● Be able to comment on the research and practical work undertaken and thoughtfully annotate the sketchbook. ● To be able to evaluate work. 	<p>MAN MADE Observational studies investigation and artist research: spring term</p> <ul style="list-style-type: none"> ● Be able to understand the difference between natural, human and man-made objects. ● Observe and recreate shape, form, tone and shade as well as understanding proportion and mark-making techniques. ● Be able to identify distinct characteristics and style of the chosen art movement. 	<p>MAN MADE Observational studies developed into Mixed media work: summer term</p> <ul style="list-style-type: none"> ● Have the ability to design and create a mixed media piece or pieces of work, which are clearly influenced by the study of their chosen artist. ● Be able to select and use appropriate materials, tools and techniques in order to create a successful outcome. ● Be able to present all their research neatly in their work journal or on a research board. ● Be able to comment on and carefully annotate their collected research.
Make it Stick Focus	<ul style="list-style-type: none"> ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work ● Artist understanding. ● Apply and understand the formal elements. ● Development of work and ideas ● Using different media 	<ul style="list-style-type: none"> ● Observational studies drawing skills. ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work ● Apply and understand the formal elements. ● Using different media ● Artist Understanding 	<ul style="list-style-type: none"> ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work ● Apply and understand the formal elements. ● Development of work and ideas ● Using different media

Departmental Long Term Planning Grid



Department: Art	Subject: Textiles	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Textiles is part of a rota subject with DT food, students will only complete one project in textiles for 11 weeks.</p> <p>Abstract art sample squares</p> <ul style="list-style-type: none"> · Understand the importance of health and safety in the textile rooms, and work safely when using machines. · To work with and experiment with using different Textile materials, media and techniques. (e.g. Batik, heat transfer paints, felting, free machine stitch, applique) · To investigate, research and present first and second sources to develop ideas for their own work. · To learn how to creatively present visual sources. · Become familiar with the work of other textile artist and use their understanding to develop pupils own work. · To develop own design ideas and investigations in response to their research. 		•
Make it Stick Focus 	<ul style="list-style-type: none"> - Research, investigate and present sources to help them develop design ideas. -Using creative textiles materials and methods. 		



Departmental Long Term Planning Grid

Department: Design & Technology	Subject: Design & Technology	Key Stage: 3 Carousel	Year: 8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Amplifier project</p> <ul style="list-style-type: none"> • Learn about health & safety issue when soldering. • Basic soldering techniques • Identifying a range of electronic components and their uses. • Designing and making a suitable housing unit using CAD/CAM for parts of it. • Evaluating how the product links in with the customer needs <p>Frosted Glass project</p> <ul style="list-style-type: none"> • Designing for a client, client needs • Design ideas and development • Learn how to cut and weed vinyls • Develop skills using the sandblaster to create the design on the glass. • Start to develop an understanding of what biomimicry is and it influences designers. • Develop observational drawing skills. 		
Make it Stick Focus	<ul style="list-style-type: none"> • Quick fire questions, developing designing skills, pupil explanations. 	•	•



Departmental Long Term Planning Grid

Department: English	Subject: English	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>The novel and the gothic: 'The Woman in Black' (T/M1-3) or 'The Prince of Mist' (M/T4-5) and writing to describe</p> <p>Exam focus: English Language Paper One Q1-3 and Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Understanding of the social and historical context of the novel; ● Retrieving and summarising information; ● Selecting evidence; ● Comprehension skills; ● Making and explaining inferences; ● Application in PEE/PEEL chains; ● Understand analytical PEE/PEEL paragraphs; ● Revising English Language Q1 and Q2 (Paper one) style assessment and introducing Q3; ● Developing analytical skills for unseen texts; ● Understanding of the genre conventions of the gothic; ● Sentence variety; ● Exploration of characterisation, plot themes and motifs; ● Revising writing to describe skills to prepare for English Language Q5 (Paper One) style assessment; ● Developing analytical skills for unseen texts; ● Exploring poetry linked to the theme of the gothic; ● SPaG/literacy skills. 	<p>'Romeo and Juliet' and Romantic poetry (all sets) and writing to persuade</p> <p>Exam focus: English Literature Paper One and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Understanding of social and historical context, including of the Romantic Period and influence of patriarchal society; ● Making and explaining inferences and exploration of alternative interpretations; ● Explaining the thoughts and feelings of writers; ● Developing knowledge of analytical writing – using PEE/PEEL paragraphs; ● Revising skills needed for English Literature (Paper One) extract assessment; ● Developing analytical skills for unseen texts; ● Exploring romantic poetry; ● Developing analytical skills for unseen texts; ● Revising writing to persuade skills to prepare for English Language Q5 (Paper Two) style assessment; ● AFORESTRY devices; ● Structuring persuasive writing; ● Examination of the difference between persuading and arguing; ● SPaG literacy skills. 	<p>Non-fiction: Newspapers and the media (all sets) and writing to argue/explain/inform.</p> <p>Exam focus: English Language Paper Two Q1-3 and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Developing understanding of purpose and audience; ● Developing knowledge of analytical writing – using PEEL paragraphs; ● Understanding of the influence of bias in the media; ● Developing understanding of presentational devices; ● Conventions of broadsheets and tabloids; ● Revising skills for English Language (Paper Two) Q1-Q3; ● Developing analytical skills for unseen texts; ● Sentence variety; ● Selecting appropriate and effective vocabulary; ● Revising writing to argue/explain/inform skills to prepare for English Language Q5 (Paper Two) style assessment; ● SPaG/literacy skills; ● Poetry unit of work (inspired by real events) and linked to non-fiction texts.
Make it Stick Focus	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● Reading skills such as text retrieval, inference and quote analysis; ● English Language (Paper One) Q1-2 skills from last year. 	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● English Language (Paper One) Q1-3 style questions. 	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● English Language skills for both papers; ● Analytical skills for English Literature extract based question through poetry unit.

Departmental Long Term Planning Grid



Department: Geography	Subject: Geography	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	Introducing Development <ul style="list-style-type: none"> ● An understanding of economic development, how it is measured and how it changes over time. Environmental geography <ul style="list-style-type: none"> ● The study of different biomes, including Tropical Rainforests. ● Causes, effects and management of climate change. ● Case study of food and the environment ● Types of energy and their uses. ● Energy provision in the UK and the move to more renewable energy. 	Weather and hazards <ul style="list-style-type: none"> ● Why do we study the weather? ● Formation and characteristics of low and high pressure systems. ● Distribution, causes, impacts and management of tropical storms. ● How management and impacts differ between HICs and LICs. 	Development <ul style="list-style-type: none"> ● How population structures are affected by development. ● Development and the link to health with a case study of malaria - causes, effects and management. ● Why is there a development gap? ● Socio-economic and environmental causes. ● Bridging the gap - AID and Fair Trade.
Make it Stick Focus	<ul style="list-style-type: none"> ● Global change. ● Locations and map skills. 	<ul style="list-style-type: none"> ● River and coasts. ● Economic development. 	<ul style="list-style-type: none"> ● Environmental geography. ● Weather and hazards.



Departmental Long Term Planning Grid

Department: Health and Social Care, Child Development and Food	Subject: Food Preparation & Nutrition	Key Stage: 3	Year: 8
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	<p>6 x 75 min lessons - delivered in a block at some point across the year which can be across terms and / or modules. Content is repeated with each new group</p>
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Food preparation skills + cooking techniques ● Planning and Evaluation ● Food Nutrition ● Food Safety ● Food Science ● Food Choice ● Food Provenance <p>Key Skills</p> <ul style="list-style-type: none"> ● Build on knowledge of how to be safe and hygienic when preparing food, how to use our senses to describe food , practical skill, use of different equipment, cooking methods and evaluation techniques through focussed practical tasks (mostly savoury) ● Develop knowledge of healthy eating and how to apply it in practice – Eatwell guide, government guidelines, energy balance, nutrition, consequences of poor diet. ● Extend knowledge of the different roles played by ingredients in food products, their working properties, chemical processes , the range available via practical cooking tasks ● How to develop and modify recipes and planning to allow for preferences, dietary needs ● Understand how to consider different options when shopping and how to budget for a shop ● Packaging and labelling to highlight and apply nutritional + food provenance knowledge, effect on food choice
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> ● Practical Assessment – safe, hygienic, organised food preparation and cooking skills, presentation skills ● Extended homework applying learning ● Research task linked to nutrition.

Departmental Long Term Planning Grid



Department: History	Subject: History	Key Stage: 3	Year:8
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	Autumn	Spring	Summer
Programme of Study <ul style="list-style-type: none"> ● Topic (s) studies ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Tudor Monarchs – who’s who? ● Break with Rome ● Dissolution of the Monasteries ● Reformation ● Changes to religion under the Tudors ● The Armada ● Tudor Society/ Poor Law ● Tudor Fun ● Crime and Punishment ● Religion & the Stuarts ● The Gunpowder plot, were the plotters framed? 	<ul style="list-style-type: none"> ● What were the Causes of the Civil War ● The Civil War - Who fought whom? ● What happened at the Trial of Charles Stuart? ● Why was Charles I Executed ● What was the Interregnum? ● The Restoration of the Crown – Who really won the Civil War? ● The Great Plague ● Why did the Fire of London spread so quickly? ● How was London rebuilt? 	<ul style="list-style-type: none"> ● What was The British Empire? ● What was the Slave Trade? ● What was Life as a Slave like? ● The Abolition of Slavery* ● Industrial Revolution <ul style="list-style-type: none"> ➤ Population change ➤ Causes ➤ Life in the Factories ➤ The Workhouse ➤ Public Health ➤ Local life in Gateshead in the Industrial Revolution ● The Transport Revolution
	<p>In Year 8 pupils will develop their knowledge and understanding of the 17th, 18th and 19th Centuries. They will further develop their ability to explain events and analyse them by assessing the importance of key factors</p> <p>Students will use evidence to begin to test the validity of Interpretations of events and develop their skills in assessing the usefulness and reliability of evidence.</p>		
Make it Stick Focus:	<ul style="list-style-type: none"> ● Pupils to create revision materials at regular intervals ● Regular topic fact tests ● Use of Kahoot 	<ul style="list-style-type: none"> ● Pupils to create revision materials at regular intervals ● Regular topic fact tests ● Use of Kahoot 	<ul style="list-style-type: none"> ● Pupils to create revision materials at regular intervals ● Regular topic fact tests ● Use of Kahoot

Departmental Long Term Planning Grid



Department: ICT	Subject: IT	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Data Handling <ul style="list-style-type: none"> • How computers hold/store data • How do we enter data into computer programs? • What different types of data is there? • Compare spreadsheet/database functions to programming functions • Spreadsheets <ul style="list-style-type: none"> ➢ 'If' statements ➢ Vlookups • Databases <ul style="list-style-type: none"> ➢ Queries ➢ Operators 	Networking & Communications <ul style="list-style-type: none"> • What is the internet? • WAN or LAN • Wired & wireless networks • Networking hardware • Networking at home • Connecting your device to a network • Network topologies • Basic web design • Using Google sites • Page hierarchy • Adding content to your site • Publishing your site 	Programming language 1 - Python <ul style="list-style-type: none"> • What is a language? • Why do we use languages? • What are the components of a language? • Identifying elements of code • Identifying and solving problems within code • Identifying Sequence/Selection/Iteration • Programming basics <ul style="list-style-type: none"> ➢ Input/output ➢ If statements ➢ Operators (And/Or/Not)
Make it Stick Focus	<ul style="list-style-type: none"> • Computer Science Data types from M1 	<ul style="list-style-type: none"> • Storing and holding data (M1) 	<ul style="list-style-type: none"> • Problem solving basics (Y7) • If statements & operators (M1)



Departmental Long Term Planning Grid

Department: Mathematics	Subject: Mathematics	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Numbers and the number system • Calculating • Visualising & Constructing • Understanding risk I 	<ul style="list-style-type: none"> • Algebraic Proficiency: tinkering • Exploring fractions/decimals/percentages • Proportional reasoning • Pattern sniffing • Investigation 	<ul style="list-style-type: none"> • Investigating Angles • Calculating FDP • Solving Equations and inequalities • Calculating space • Algebraic Proficiency: visualising • Understanding risk II
Make it Stick Focus	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.

Departmental Long Term Planning Grid



Department: Modern Foreign Languages	Subject: French	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Talking about television programmes • Present tense of 'er' verbs • Talking about films • Present tense of avoir and être • Talking about reading • Talking about the internet <p>Grammar</p> <ul style="list-style-type: none"> • Present tense of verbs • Avoir and être • '-ir' and '-re' verbs present tense • Aller and faire <p>Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> • Saying what you did in Paris • Saying when you did things • The catacombs • Giving opinions • Saying where you went and how • Who stole the Mona Lisa? <p>Grammar</p> <ul style="list-style-type: none"> • The perfect tense of irregular verbs • The perfect tense of regular verbs • C'était • Perfect tense with être • Asking questions in the perfect tense <p>Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> • Talking about personality • Consolidation and revision techniques • Talking about music • Talking about clothes <p>Grammar</p> <ul style="list-style-type: none"> • Adjectival agreement • Agreeing, disagreeing and giving reasons • Near future <p>Listening/reading/speaking and writing developed within each subtopic</p>
Make it Stick Focus	<ul style="list-style-type: none"> • High frequency words • Yr 7 topics • Near future • Present tense 	<ul style="list-style-type: none"> • High frequency words • Yr 7 topics • Near future • Present tense • Assessment 2 to include material from module 1 	<ul style="list-style-type: none"> • High frequency words • Yr 7 topics • Near future • Present tense • Perfect tense

Departmental Long Term Planning Grid



Department: Modern Foreign Languages	Subject: German	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Hallo / Hello <ul style="list-style-type: none"> • Introducing yourself • Saying how old you are • Saying where you live • Alphabet • Birthday • Christmas in Germany • Phonics Grammar <ul style="list-style-type: none"> • Present tense (ich, du, er/sie) • Haben / sein Skills: Listening / Speaking / Reading / Writing are developed within each subtopic	Familie und Freunde / Family and friends <ul style="list-style-type: none"> • Giving information about family members • Describing people's appearance • Talking about people's characteristics • Pets Grammar <ul style="list-style-type: none"> • Definite and indefinite article • Possessive adjectives mein / dein • Adjectives with nouns • Plurals Skills: Listening / Speaking / Reading / Writing are developed within each subtopic	Schule / School <ul style="list-style-type: none"> • Giving opinions about school subjects • Talking about your timetable • Telling the time • Talking about what you eat and drink at break • Describing your uniform Grammar <ul style="list-style-type: none"> • Present tense with regular and irregular verbs (full paradigm) Skills: Listening / Speaking / Reading / Writing are developed within each subtopic
Make it Stick Focus	<ul style="list-style-type: none"> • Personal pronouns • Present tense verb endings • High frequency vocabulary – numbers, alphabet, months • Sentence translations • Vocabulary tests 	<ul style="list-style-type: none"> • High frequency vocabulary continued – words for "the" & "a", colours, connectives 'and', 'but' • Present tense • Sentence translations • Vocabulary tests (vocabulary from previous term included) • Short written tasks 	<ul style="list-style-type: none"> • High frequency vocabulary continued – opinions, numbers up to 60 • Personal pronouns and present tense • Vocabulary tests (vocabulary from previous term included) • Short prose translations into German

Departmental Long Term Planning Grid



Department: Music	Subject: Music	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Responding to articulation markings and performing with more expression. More complex arrangements in terms of texture, range, and rhythm.</p> <p>Strings</p> <ul style="list-style-type: none"> • Spanish Dance • Dutch Dance • Irish Dance <p>Wind</p> <ul style="list-style-type: none"> • Flapjack • Blue Jam • Fireworks <p>Guitar</p> <ul style="list-style-type: none"> • That's What Makes You Beautiful 	<p>Perform a wider range of pieces of different styles. Perform more complex rhythms including syncopation, compound time and triplets.</p> <p>Strings</p> <ul style="list-style-type: none"> • Let's Dance Pieces Set 2 <p>Wind</p> <ul style="list-style-type: none"> • Largo • Funky Groove School <p>Guitar</p> <ul style="list-style-type: none"> • Jazz No 1 • Jazz No 2 	<p>Strings</p> <ul style="list-style-type: none"> • Star Wars • Jazzin' About Suite <p>Wind</p> <ul style="list-style-type: none"> • I Gotta Feeling • Pirates of the Caribbean <p>Guitar</p> <ul style="list-style-type: none"> • Rock School Grade 1 Pieces
	Each module is structured around the development of performance skills and therefore other pieces may be used and the rate of progress is dependent on the class taught.		
Make it Stick Focus	Throughout each module pupils continue to work through STM Stages Listening Templates. Each lesson classes listen to a piece of music and answer questions regarding that piece of music to build vocabulary. This is then reinforced from lesson to lesson by listening to other pieces of music, with vocabulary continually built throughout the year.		

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Boys	Key Stage: 3	Year:8
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	Autumn Term		Spring Term		Summer Term	
	Table Tennis	Football	Health-Related Exercise	Rugby	Cricket	Athletics
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	Health and safety – set up and pack away tables safely. Development of grip, stance, service, backhand and forehand shots Rules – singles, doubles, service and scoring. Development of defensive and attacking principles. Application of skills/rules in conditioned games Officiating and coaching.	Health and safety- wearing appropriate equipment and checking of playing surface. Ball familiarisation Developing a range passing, receiving, shooting, tackling and dribbling skills Core rules – Throw-ins, direct and indirect free kicks. Developing defensive and attacking principles. Conditioned games, 7-a-side Development of officiating and coaching.	Health and safety – principles of safe and effective exercise. Components of physical and skill related fitness Fitness testing of each component of physical and skill related fitness Understanding heart rate measurements (resting and working). Understanding how HRE applies to a range of sporting activities. Designing a mini training session.	Health and safety- wearing appropriate equipment and checking of playing surface. Development of passing, receiving, handling, running and beating an opponent. Conditioned tackling, rucking mauling, scrums, line-outs Core rules – Offside, direction of passing, re-start of play Development of defensive and attacking principles. Conditioned games, 10-a-side Officiating and coaching.	Health and safety- wearing appropriate equipment and checking of playing surface. Development of throwing and catching. Batting – Pull/ cut. Fielding skills- one handed retrieval. Bowling – use of pace. Introduction to tactics – running between the wickets. Basic wicket keeping skills. Conditioned games. Officiating, scoring and coaching.	Health and safety Reviewing all athletics events, Track-hurdles, sprints, distance, Field: Jumps: long, triple and High. Throws: Shot, Javelin and discus. Performing to maximum levels. Effective officiating/coaching of athletic events.
Make it Stick Focus	Peer and self- assessment. Video/ Ubersense analysis. Use of assessment descriptors.	Application of skills, techniques and rules as a performer and official. Peer and self- assessment. Officiating of games	Simple fitness testing. Utilising appropriate fitness technique. Devise a fitness session. Peer and self- assessment.	Application of skills, techniques and rules as a performer and official. Peer and self- assessment. Officiating of games	Application of skills, techniques and rules as a performer. Peer and self- assessment. Officiating/ scoring of games.	Performance: Times and distances. Peer and self-assessment. Application of skills, techniques and rules as a performer and official.

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Girls	Key Stage: 3	Year:8
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	Autumn Term		Spring Term		Summer Term	
	Trampolining	Netball	Health-related Exercise	Dance	Rounders	Athletics
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Health and safety Reviewing spotting, straight jumping and safe landing Developing height. Jumps – Tuck, Pike, Straddle Twists- half and full. Developing landings – seat, front, back. Developing and embellishing sequences. Coaching to improve performance.	Health and safety Developed throwing and catching, footwork, shooting Developed shooting and rebounding. Developing attacking principles. Developing defensive principles. Conditioned games, high five, ½ court, full court Introduction to basic officiating and coaching.	Health and safety Components of physical and skill related fitness Fitness testing of each component of physical and skill related fitness Understanding heart rate measurements (resting and working). Understanding how HRE applies to a range of sporting activities. Designing a mini training session.	Health and safety Applying musicality- adapting to rhythm/beat. Developing themes/motifs Familiarisation and application of dance vocabulary. Developing dance elements- unison, canon, levels, isolation, trigger and retrograde. Developing group and individual choreography. Honing performance skills.	Health and safety Developed throwing, catching, balling and batting. Developing fielding skills. Developing tactics. Conditioned games: Dutch rounder’s, beat the ball, three ball rounder’s. Developing officiating and coaching skills.	Health and safety Reviewing all athletics events, Track-hurdles, sprints, distance, Field: Jumps: long, triple and High. Throws: Shot, Javelin and discus. Performing to maximum levels. Effective officiating/coaching of athletic events.
Make it Stick Focus	8 bounce routine Peer and self-assessment Ubersense analysis.	Application of skills, techniques and rules as a performer and official. Peer and self- assessment Ubersense analysis.	Simple fitness testing. Utilising appropriate fitness technique. Devise a fitness session. Peer and self- assessment.	Performance Self and peer assessment Ubersense analysis.	Application of skills, techniques and rules as a performer and official. Self and peer assessment.	Performance: Times and distances. Peer and self-assessment Application of skills, techniques and rules as a performer and official.

Departmental Long Term Planning Grid



Department: Religious Education	Subject: RE	Key Stage: 3	Year:8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • What are the key beliefs of Judaism? • How do Jews express their faith? 	<ul style="list-style-type: none"> • What are the key beliefs of Islam? • Why celebrate Jesus' birth? • Can war ever be right and moral? 	<ul style="list-style-type: none"> • How do Christians celebrate Easter and Pentecost? • How do we know what God wants us to do? • Why should we care for the planet? • Are science and religion compatible?
Make it Stick Focus	<ul style="list-style-type: none"> • Revising key words • Comprehension exercises • Practice questions • Re-visiting previous topics 		

Departmental Long Term Planning Grid



Department: Science	Subject: Biology	Key Stage: 3	Year: 8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • What happens to our food? <ul style="list-style-type: none"> ➢ Digestive system ➢ Enzymes and digestion • Microbes - A world we cannot see. <ul style="list-style-type: none"> ➢ Types of microbe ➢ Useful and harmful microbes • Overview of lifestyle diseases such as nutritional deficiencies and cancer. 	<ul style="list-style-type: none"> • Variation and Classification - Celebrating differences • Selective breeding • Living world around us: Habitats and adaptations <ul style="list-style-type: none"> ➢ Food chains, energy and pyramids • Introduce the concept of biodiversity and its importance in the world. 	<ul style="list-style-type: none"> • Worshipping plants 1 - introduction to photosynthesis • Skeleton, muscles and movement, nerves, reflexes and the eye
Make it Stick Focus	<ul style="list-style-type: none"> • Nutrition • Changes that happen to food as it passes through the digestive system. • Investigating enzyme reactions including how an enzyme works. • Cells • Types of microbe including bacteria, fungi and viruses. • Investigating the uses of bacteria including making yoghurt and bread. 	<ul style="list-style-type: none"> • The characteristics of the different groups of vertebrates and the major invertebrates. • The characteristics of different types of habitats and the adaptations of animals and plants to the habitats. • The structure of food chains and how data is used to build pyramids of number and biomass. Understand the differences between shapes of the two types of pyramid. 	<ul style="list-style-type: none"> • What is photosynthesis and the word equation. • Investigating the requirements for photosynthesis. • The functions of skeletons and a focus on the joints such as the elbow and how antagonistic muscle action is responsible for the movement of the arm.

Departmental Long Term Planning Grid



Department: Science	Subject: Chemistry	Key Stage: 3	Year: 8
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Review of particle model to link back to year 7 work • Application of the particle model to dissolving • Separating techniques • The periodic table • Elements and compounds 	<ul style="list-style-type: none"> • Compounds continued - what does a formula mean? • Combustion • Testing for gases • Energy in chemical reactions 	<ul style="list-style-type: none"> • Review of acids from year 7 • Neutralisation and formation of salts • Rocks and the rock cycle
Make it Stick Focus	<ul style="list-style-type: none"> • Retrieval practice through testing spaced throughout • Production of summary sheets 		

Departmental Long Term Planning Grid



Department: Science	Subject: Physics	Key Stage: 3	Year:8
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	Module 1	Module 2	Module 3												
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Forces & Motion <ul style="list-style-type: none"> • Speed, Distance & Time • Speed-Time Graphs • Distance-Time Graphs Terminal Velocity <ul style="list-style-type: none"> • Energy • Heat & Temperature • Conduction • Convection • Radiation M1 Test <ul style="list-style-type: none"> • M1 Review 	Earth & Space <ul style="list-style-type: none"> • Models of the Universe • Constellations • Distances in space (ly) • Satellites & GPS Electricity & Magnetism <ul style="list-style-type: none"> • Current in Series & Parallel • Voltage in Series & Parallel • Inside the Wires • Switches & Shorts M2 Test <ul style="list-style-type: none"> • M2 review 	Waves <ul style="list-style-type: none"> • Characteristics of Light & Sound Waves • Refraction & communication • Dispersion & Rainbows Matter <ul style="list-style-type: none"> • Diffusion and Brownian Motion • Density Revision <ul style="list-style-type: none"> • Forces 7 Motion • Energy • Earth & Space • Electricity & Magnetism • Waves End of Year Exam <ul style="list-style-type: none"> • End of Year Review • Atomic Model & Radioactivity • Properties of Alpha, Beta & Gamma 												
Make it Stick Focus	<ul style="list-style-type: none"> • Forces & Motion Assessed Task • Energy Assesses Task • M1 Test on Forces & Motion Energy and concepts from Y7 	<ul style="list-style-type: none"> • Earth & Space Assessed Task • Electricity level Assessed Task • M2 Test on Forces & Motion Energy, Earth & Space and Electricity & Magnetism 	<ul style="list-style-type: none"> • Waves Level assessed Task • End of Year Examination (all topics except the let's think lessons and density and atomic model from the topic Matter). • M3 Test all content from Y7 & Y8 												
	Key Skills <table border="1"> <tr> <td>Rearrange equations</td> <td>Devise scales for a graph</td> <td>Describe trends with reference to graphical data.</td> <td>Use the particle model to explain</td> </tr> <tr> <td>Identify independent, dependent & control variables.</td> <td>Lines & curves of best fit</td> <td>Write in logically sequenced paragraphs</td> <td>Convert between different units</td> </tr> <tr> <td>Use abstract scientific models</td> <td>Planning Investigations</td> <td>Use observations to devise scientific models</td> <td></td> </tr> </table>			Rearrange equations	Devise scales for a graph	Describe trends with reference to graphical data.	Use the particle model to explain	Identify independent, dependent & control variables.	Lines & curves of best fit	Write in logically sequenced paragraphs	Convert between different units	Use abstract scientific models	Planning Investigations	Use observations to devise scientific models	
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