Subject: **English**   Year group: **8**

Aims:

- Understand how to craft an effective and accurate piece of writing
- Read and respond to a range of texts, both fiction and non-fiction and identify their type, audience, purpose and features
- Develop knowledge of the key techniques of English Literature and their proper terms
- Develop reading skills, including how to skim, scan, identify, predict, analyse, interpret, compare and evaluate texts
- Develop essay skills, especially the PEE paragraph

Content	Key Events (assessments and projects)
Term1: Lord of the Flies In this unit, students will study this literary classic together, exploring the plot, characters and themes. Then students will analyse the text, focusing more closely on how the writer uses language to create effects. Students will also consider the deeper meanings of the text, in light of its historical context.	Assessments
Term 2: Narrative Writing In this unit, students will engage with a number of interesting short stories and delve deeper into how they are crafted. This produces lots of opportunities for creative writing of their own, developing their writing skill set and their unique narrative voice.	Assessments Short Story Competition
Term 3: An Introduction to Romantic Poetry and the Sonnet In this unit, the students cover the basics of the Romantic Movement, which produced some of our most well-loved English poetry. From here, students will read and explore some of these poems, focusing particularly on the Sonnet form.	Assessments
Term 4: Twelfth Night In this unit, students will read this Shakespearean comedy together, and dramatize key scenes and speeches, engaging with how Shakespeare made his audience laugh. They will explore the plot structure, devices and context of this comedy. There will be a focus on how Shakespeare uses language for effect, and making links to literature as students practice the vital skills for GCSE English Literature.	Assessments
Term 5: Non-fiction extracts Building on work in year 7, students will engage with a series of non-fiction texts from a wide range of genres. Students will be engaging with how writers use language for effect in writing which has a wide variety of purposes. This in turn will lead to opportunities for	Assessments

students to practice adapting the content, style and structure of their own writing in non-fiction tasks.	
Term 6: Introduction to GCSE with dystopian Fiction Reading and Writing	
In this unit, students will explore the engaging genre of dystopian fiction, a genre which has produced some of the most well-known and unsettling texts in modern literature. This more demanding unit gives students the opportunity to read, analyse and form their own interpretations of texts; these are then used as an inspiration for their own creative writing. The focus is to enhance the key skills that underpin their studies for the following three years.	

Resources to support your child's learning:

Links: https://www.bbc.com/bitesize/subjects/z3kw2hv
Books: New KS3 English Complete Study & Practice (with Online Edition) ISBN-10: 1847621562

Extension opportunities
Short Story Competition

Subject: **Mathematics**   Year group: **8**

Aims:
- To have firm foundations in number and algebra skills
- To be able to apply skills in problem solving

Content	Key Events (assessments and projects)
Unit 1: • Number skills • Expressions, functions and formulae • Fractions	Mid Year Exams End of Term 2
Unit 2: • Analysing and displaying data • Sequences and graphs • Decimals • Multiplicative reasoning • Angles and shapes • Equations	End of Year Exams Mid Term 6
Unit 3: • Perimeter, Area and Volume	

Resources to support your child's learning

Apps: Times Tables
Books: CGP KS3 revision guide

Extension opportunities

Maths Challenge club
Challenge work at maths clinic
Use of apps such as Brilliant

Subject: **Science**   Year group: **8**

Aims:

- Provide opportunities for students to develop their skills, creativity, knowledge and understanding of science through a range of activities, to work quantitatively, use first-hand and secondary sources of information and to develop their use of I.C.T.
- Develop awareness of the relevance of science to our personal experiences. Relate scientific and technological developments to the increasing quality of life.
- Develop and extend practical and investigative skills through which students may enhance their understanding.

Content	Key Events (assessments and projects)
Term 1: Food & Nutrition, Combustion, Fluids The first unit looks at the main components in the human diet and why they are needed. The digestive system is also covered in some detail. The context of combustion engines is used to cover combustion and oxidation reactions, including those of hydrocarbons, metals and non-metals. Fluids looks at changes of state, and then goes on to examine some of the effects of the physics of fluids; including pressure, floating and sinking, and drag.	
Term 2: Plant Biology, The Periodic Table, Light The initial unit on plants focusses on reproduction, classification and biodiversity, and is taught within the general context of their many and diverse uses. The chemistry unit focusses on fireworks to develop students' understanding of matter, atoms and chemical and physical change. Students then look at using the trends in the periodic table to make predictions. The last unit considers how light travels and what happens when it meets an object. The unit is set in the context of stage, film and illusions.	Assessment
Term 3: Respiration, Metals, Energy Transfers Respiration examines gas exchange in humans and other organisms, under the broad theme of water sports, together with details of aerobic and anaerobic respiration in humans. Metals used in building is the context used to review common physical properties of metals, and to introduce their main chemical properties. This links to the next unit which looks at energy transfers by heating in the context of our homes.	Competition: Best 'lung cake'
Term 4: Unicellular Organisms, Earth & Space Under the broad theme of diseases, the first unit takes a detailed look at what unicellular organisms are, the differences between different types, their problems and their uses. Earth and space are studied next, including the seasons and the Earth's magnetic field and gravity.	

The unit also looks at the Solar System and what is beyond.	
Term 5: Rocks, Practical Project & Presentation This unit examines the different types of rock and the processes that bring about their formation, leading to the idea of a rock cycle that operates within a huge geological timescale. The unit is set in the context of natural disasters. Students will then work in teams to devise an experimental investigation to test a hypothesis of their choice. This will be followed by an opportunity to research the theory, extend their understanding and compare their results to the expected outcomes. They will then collaborate to present their results to their peers.	Project in class
Term 6: GCSE Transition An introduction to some of the key scientific concepts that students will encounter in KS4.	Assessment

Resources to support your child's learning

Links: https://www.bbc.com/bitesize/subjects/zng4d2p

https://www.educationquizzes.com/ks3/science

Extension opportunities

Competition: Best 'lung cake'

Project: Student led, in class, practical equipment available.

Subject: **Art & Design**   Year group: **8**

Aims:
- To develop understanding of different artists, designers and context of artwork.

Content	Suggested Artists	Key Events (assessments and projects)
Term1 & 2: Architecture Students will learn skills in drawing in both one and two- point perspective and apply this to architectural drawings. They will explore with a range of 3D processes to create a range of structures.	Amanda Levete Frank Gehry Santiago Calatrava Richard Rogers Zaha Hadid	Homework Project: Term 1 & 2 Assessment W/C: Term 1 & 2
Term 3 & 4: Identity Students will understand how to draw the portrait using a range of formal and expressive drawing techniques. They will explore the altered version of self-using a variety of materials, collage, illustration and relief techniques.	Amedeo Modigliani Pablo Picasso Hannah Hoch Rui Pinho Hattie Stewart	Homework Project: Term 3 & 4 Assessment W/C: Term 3 & 4
Term 5 & 6: Illustration Students will learn how to create a narrative through a range of illustrative techniques. They will explore with a range of print-making techniques, design for purpose	Jon Burgerman Tim Burton Quentin Blake Jim Field Alex Sheffler Steve Light Sara Fanelli	Homework Project: Term 5 & 6 Assessment W/C: Term 5 & 6

Resources to support your child's learning

Links: https://www.studentartguide.com/articles/one-point-perspective-drawing

https://thevirtualinstructor.com/twopointperspective.html

https://www.architecturaldigest.com/gallery/best-of-frank-gehry-slideshow

http://www.zaha-hadid.com/

https://www.pablopicasso.org/

https://www.theartstory.org/artist-hoch-hannah.htm

https://www.theartstory.org/artist-hoch-hannah.htm

https://the-artifice.com/art-tim-burton/

https://jonburgerman.com/portrait-of-the-artist-as-a-young-doodle

Extension opportunities

Competition: Drawing Challenge

Project: Bronze Arts Award every Wednesday 3.30-4.30pm & Trinity Mural Group

External: NSAE June

Subject: **Computer Science**   Year group: **8**

Aims:
- To build on the more advanced aspects of the Y7 curriculum and get students more prepared for choosing the subject as an option for GCSE.
- More work with the Python language and introducing things such as algorithms.
- To ensure students are safe when using electronic devices online.

Content	Key Events (assessments and projects)
Term 1: 8.1 – My Digital World	
In this unit of work, students will learn how to use the internet safely and effectively. They will learn about copyright law, search engines (including the use of Boolean logic for effective searching) and they will also learn about the dangers of the internet and ways to combat these dangers.	End of unit assessment
Term 2: 8.2 – Binary Bits and Bobs	
Binary Bits and Bobs introduces students to the binary number system, converting between binary and denary and simple binary addition. Students will also be taught how (and why) characters, images and sound are represented by the binary system.	End of unit assessment
Term 3: 8.3 – Introduction Python	
In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements.	End of unit assessment
Term 4: 8.4 –HTML and CSS	
Students will be reminded of some basic HTML syntax (as covered in the year 7 unit) and will be introduced to CSS so that they can understand how to better present their webpages. They will learn how to add gradient backgrounds, add page borders, curve images and reorganise content on the page with the help of DIV tags.	Evaluation of project
Terms 5 & 6: 8.5 – Scratch Shooter Game	
In this unit, students will create a platform shooter game. They will learn how to implement gravity in their games as well as code a simple shooter (along with levels and other gaming features).	Evaluation of project End of year Assessment

Resources to support your child's learning

Links: https://www.bbc.com/bitesize/subjects/zvc9q6f - Computer Science link on BBC Bitesize

https://code.org/ - learn how to code

https://www.codecademy.com - learn how to code

https://www.thinkuknow.co.uk/ - safety website from CEOP

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Cs/SitePages/Welcome.aspx

Books: All of the best resources are 'hands-on' online

Extension opportunities

Competition

Various at https://challenges.wolfram.com/

Links to others at https://community.computingatschool.org.uk/resources/43/single

Project

Lots of projects at the above as well as https://scratch.mit.edu/ where students have created an account already

Aims:

- Over the course of this academic year students develop their performance skills through devising and script work.
- Extending their knowledge of theatrical genres and style

Content	Key Events (assessments and projects)
Term 1: Ghost Stories This term students will be devising and physical theatre focus. Students will be improving their creating, co-operating and improvising skills.	Assessed performance and evaluation.
Term 2: Womans Rights and Brechtian Theatre This unit focusses on EpicTheatre. Students will study body language, gesture, facial expression and Brechtian techniques.	Assessed performance and evaluation.
Term 3: Duologues and Monologues This term will have a Naturalism Focus. Students will learn about Stanislavski's techniques, units of objectives, emotion memory, thought tracking and debating.	Assessed performance and evaluation.
Term 4: Oliver Twist This unit students will study Musical Theatre. The skills will focus on singing, dancing, acting and performance skills, technical theatre and backstage roles.	Assessed performance and evaluation.
Term 5: Commedia Dell Arte During this term students will learn about Physical Theatre. Students will improve their skills in body language, facial expression and gesture.	Assessed performance and evaluation.
Term 6: Stage Combat In this unit there is a self awareness focus. Students will develop trust, reactions, physical control and spatial awareness skills.	Assessed performance and evaluation.

Resources to support your child's learning:

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Dr/Year%208/Forms/Folder%20View.aspx

Extension opportunities

School Shows: A Night of Musicals and Beauty and the Beast

Extracurricular Clubs – Drama Club, Dance Club and Arts Award

Subject: **Design and Technology**   Year group: **8**

Aims:

- Help students develop the skills required to thrive in an increasingly technological world through practical and creative tasks.
- Draw on disciplines such as Mathematics, Science, Engineering, Computing and Art, Design and Technology enables students to develop an iterative process to designing and making.
- Develop understanding of nutrition and learn how to make healthy food choices

At Key Stage 3 in Design and Technology students rotate around 3 different areas; Designing for Others, Food Preparation and Nutrition, Working with Materials. Each year group has a different focus within these areas. Students may not study each area in this order due to the nature of the rotation, however, they will cover all areas before the end of the year.

Content	Key Events (assessments and projects)
Term1-2: Working with Materials (Resistant Materials) Students will learn how to design and manufacture a timber automaton. Students will be introduced mechanisms while designing their products. They will also develop their practical skills when working with timber.	Practical and written assessments
Term3-4: Working with Materials (Textiles) Students will learn how to write a specification in response to a given brief and be able to design a T-Shirt based on Gareth Pugh or Louise Pettifer. Students will develop their sewing machine skills, applique and embroidery methods. They will also be introduced to computer aided manufacture and design.	Practical, designing and written assessments
Term5-6: Introduction to Food Preparation and Nutrition Students will develop the skills learnt in year 7 by learning to cook and evaluate more complex dishes. They will gain a deeper understanding of nutrition through the eatwell guide and be able to choose, plan and make meals that are nutritionally balanced.	Practical and written assessments

Resources to support your child's learning

Links:

- http://www.mr-dt.com
- http://www.technologystudent.com
- http://www.foodafactoflife.org.uk

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Dt/Year%207/Forms/Folder%20View.aspx

Subject: **French**   Year group: **8**

Aims:

- To be able to recognise and accurately use three time frames
- To develop writing and speaking skills with complex connectives, modal verbs and justifying arguments
- To develop listening and reading skills using authentic materials
- To learn about different aspects of the culture in France and in French speaking countries by exploring literature, traditions and related historical events.

Content	Key Events (assessments and projects)
Term1: Lifestyle This term the students will consolidate all the grammar structures they learnt in year 7 and practise developing their written or spoken answers with opinions, reasons, connectives and more complex structures they have seen. They will learn the time and different time expressions they can use to talk about routine. The key focus in grammar is present tense of regular and irregular verbs. Cross curricular: Geography of France and its different climates.	Trip to Boulogne-sur-Mer Vocabulary and grammar test
Term 2: Holidays This term will talk about holiday destination and holiday activities and dream holiday. The focus this term is to revise the near future and learn the perfect tense. The students will learn how to identify different time frames in listening, reading, writing and speaking. Culture: Christmas celebrations Regional identity Literature: "Alerte animaux empoisonnés"	Summative assessment
Term 3: Health This term the students will reinforce the formation of the perfect tense and practise using 3 time frames in writing and speaking as well writing longer passages that meet GCSE criteria . We will talk about health and active lifestyles and reinforce the vocabulary from previous units. Culture: Carnival in French-Speaking countries Literature: African poems and tales Extension film: Kiriku et la sorcière	Project: Create a video advert on healthy living Formative speaking assessment

Term 4: Cinema and music	Project: research project on a French-speaking artist Summative assessment
This term will talk about cinema and music. The students will develop their listening and reading skills by studying authentic materials. The students will learn how to express opinions in the past, describe past events and will learn about the direct object pronoun. Culture: French cinema and music History: The brothers Lumiere and Edith Piaf	
Term 5: Technology	Project: "For and against social network" a debate
This term we will talk about new and old technology and the advantages and disadvantages of technology. We will also talk about the danger of social network and the internet in general. This unit will focus on the use on impersonal verbs and how to present convincing arguments and use more complex connectives. Culture: the comic strip culture in France and Belgium Literature: Tintin, Asterix et Obélix, Boule et Bill History: The Gauls and the Roman empire Extension films: Tintin/ Asterix mission Cléopatre	
Term 6: Teenagers	Project: Write the diary of a teenager during the second world war
This term we will talk about typical teenager life; we will talk about relationships with friends and family, house chores and pocket money, life in the past and homeless children. We will focus on using the imperfect tense to contrast present and past events, using the imperfect and the perfect tense together and use modal verbs. Film study: Les choristes History: Second world war and post war years in France.	Summative assessment

Resources to support your child's learning

Links: https://www.languagesonline.org.uk/Hotpotatoes/index.html
       https://quizlet.com/en-gb

Sharepoint Link:
  https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Fr/Year%208/Forms/Folder%20View.aspx

Books: Allez 1 student book ISBN: 9780198395041 Oxford Press University
    Allez 2 student book ISBN 13: 9780198395058 Oxford Press University

Extension opportunities

  Projects:

- Term 3: Create an advert on healthy living
- Term 4: Research project on French-speaking artist
- Term 5: Debate: For or against social network
- Term 6: Diary of a teenager during WW2

Aims:

- Develop knowledge of globally significant places including their characteristics and processes.
- Understand the processes that give rise to key physical and human geographical features of the world
- Develop geographical skills needed to analyse a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Content	Key Events (assessments and projects)
Term1: Biomes In this unit students will learn about the variety of landscapes across the globe. They will consider animal and human adaptations and the threats to glaciers. They will also investigate wetland ecosystems and their importance to migrating birds.	
Term 2: Tectonics of Indonesia Students will learn about the key tectonic processes and how they threaten the islands of Indonesia. They will also apply this knowledge to consider the best responses to these threats.	Assessments
Term 3: Development Students get the opportunity to consider countries with different levels of development. How can we measure development? Why might some countries be more developed than others? Students will also study globalization and the UK economy.	
Term 4: Population and Migration In this unit we will look at the world's rapidly growing population. Students will locate areas which are growing the most and discuss why this is happening. We will also consider migration to the UK – what are the implications for the country and the migrants themselves?	Migration Project – art piece, interview or creative writing

Term 5: Rivers In this topic students will learn about the different river processes and how they create different landforms. They will also consider the impacts of flooding and how best to manage them.	
Term 6: Rivers and BRICS Students will apply what they have learnt about rivers and their processes to a real river. Students will take data on how the River Darent changes downstream and write up their findings. We will finish the term looking at the BRICS (Brazil, Russia, India, China and South Africa), five countries with rapidly growing economies with significant global influence.	Assessments Fieldtrip to the River Darent and Project write-up

Resources to support your child's learning

Links: https://www.bbc.com/bitesize/subjects/zrw76sg

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Ge/Year%208/Forms/Folder% 20View.aspx

Books: KS3 Geography All-in-One Revision and Practice (Collins KS3 Revision) ISBN: 978-0007562879
Geog. 1 Student Book ISBN: 978-0-19-839302-3
Geog. 2 Student Book ISBN: 978-0-19-835692-9
Geog. 3 Student Book ISBN: 978-0-19-839304-7

Extension opportunities

Competition: Physical Geography Photo Competition 2018 - Physical geography in my life

Project: Migration Project, River Darent Fieldwork Project

Subject: **History**   Year group: **8**

Aims:
- Students will be able to explain how a series of causes link together to explain an event.
- Students will be able to analyse the utility of different sources and explain their use for the historian.
- Students will be able to explain how historians have interpreted history and how they might agree or disagree with their viewpoints.

Content	Key Events (assessments and projects)
Term 1: Was the British Empire racist? In this unit, students will examine the birth and development of the British Empire. They will look at a case study of the transatlantic slave trade to discover how and why this trade was so popular.	
Term 2: How revolutionary was the industrial period? The students will examine the huge changes that occurred in Britain in the period 1750-1900. They will compare the relative successes of the revolutions in agriculture, voting rights, and transportation.	Assessment
Term 3: Can a film tell the truth about the past? Students will spend several weeks studying the work of the suffragists and suffragettes before women gained the right to vote in 1918. We will then consider the accuracy of the film 'Suffragette' in an interpretations case study before students write their own film review.	
Term 4: How should we remember the First World War? In this unit we will investigate and categorise the causes of the First World War in 1914. Students will examine the interpretations of different historians as to the most important causes of the war as well as the course and consequences of the event itself.	Battlefields trip to Ypres and the Somme
Term 5: Who was to blame for the Holocaust? In term five we will study the Holocaust. Students will investigate how this atrocity was able to develop in the way that it did and the effects that it still has today on those communities that were targeted by the Nazis.	
Term 6: How did warfare develop in the 20th century? In our final term, students will study the causes of conflict in the 20th century. They will use case studies such as the Korean War, Vietnam War and the War on Terror to establish how and why warfare has changed over time.	Assessment

Resources to support your child's learning

Links: https://www.bbc.com/bitesize/subjects/zk26n39

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Hi/Year%208/Forms/Folder%20View.aspx

Books: Exploring History Book 2: Cavaliers, Colonies and Coal, Exploring History Book 3: Trenches, Treaties and Terror

Subject: **Music**   Year group: **8**

Aims:

- To explore music from different genres and cultures and to learn the key vocabulary associated with this.
- To further develop an understanding of musical notation.
- To hone composition and performing skills.

Content	Key Events (assessments and projects)
Term 1: What do I need in a Reggae toolkit? Year 8 students will learn about the relaxed Jamaican culture and explore the history of Reggae. They will perform a Reggae song and get the opportunity to write their own song in a Reggae style.	Performance
Term 2: Does the score matter? (Music and Media) By studying film, TV and advertising, Year 8 will learn how music can both enhance or detract from a film sequence. There will be the opportunity to compose music for a short film sequence or advert.	Composition
Term 3: Can Jazz improvisation be learned? By learning about chord sequences and jazz scales, Year 8 will get the opportunity to try out their improvisation skills.	
Term 4: How can music tell a story or paint a picture? This topic follows on from Music and Media. Year 8 will take a poem, story or picture and create a piece of music to represent it. This will require more imagination as there will be no moving images to prompt the listener.	
Term 5&6: Do you have what it takes to go solo? This topic encompasses many musical styles. Year 8 will study rock, pop, gospel and classical music which features soloists. They will then perform a piece in their chosen style and compose a group piece which gives the opportunity for each student to play a solo.	Solo performance Group composition

Resources to support your child's learning

Links: https://www.bbc.com/bitesize/subjects/zmsvr82

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Mu/Year%208/Forms/Folder%20View.aspx

Books: Opus 2 (in classroom)

Extension opportunities

External - Ensemble performance opportunities in Choir, Orchestra, Jazz Band, Folk Band and Worship Band

Subject: **Religious Education**   Year group: **8**

Aims:

- Knowledge of key beliefs and teachings
- Develop a clear understanding of the chronology and history of worldwide religions.
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- Communicate comparisons across and between and religions to enhance evaluative writing.
- To be able to use a wide range of specialist religious terms accurately.
- Explain the relevance and the impact religious beliefs and teachings have on individuals and communities.
- To bring clarity to the relationship between faith and life, and between faith and culture.

Content	Key Events (assessments and projects)
Term 1 and 2: Hinduism	Term 2 - Assessment based on Hinduism
A study of the ancient religion of Hinduism. Students will explore the key beliefs and ideas of Hinduism and how these beliefs are represented in religious texts and other sources of wisdom. Students will discover how Hinduism began without a founder and evaluate the differing beliefs of Hinduism being monotheistic or polytheistic.	
Term 3 and 4: Buddhism	
A study of a world religion that focuses on personal spiritual development and the right way of life. Students will study how Buddhists strive for a deep insight into the true nature of life and do not worship gods or deities. We will compare Buddhism to other religions who do believe in worshiping Gods.	
Term 5 and 6: Christianity focus on Jesus life	
A study of the second Abrahamic religion. Students will explore Jesus' Christ from his birth to the ascension. We will study the beliefs of salvation and atonement allowing students to understand the grace and glory of God.	

Resources to support your child's learning

> Links: http://www.bbc.co.uk/religion/religions/
>
> http://www.bbc.co.uk/schools/religion/
>
> https://www.bbc.co.uk/education/subjects/zh3rkqt
>
> http://www.rsrevision.com/contents/index.htm

Books: KS3 Religious Education Complete Study and Practice (CGP KS3 Humanities) ISBN-10: 1782941851
Hindu Beliefs and Issues Student Book ISBN-10: 1846910870
Buddhist Beliefs and Issues Student Book ISBN-10: 1846910862

Extension opportunities

Competition: Last supper art competition.

External: Visits to Religious sites.

Subject: **Spanish**   Year group: **8**

Aims:

- To be able to recognise and accurately use three time frames.
- To develop writing and speaking skills with complex connectives, modal verbs and justifying arguments.
- To develop listening and reading skills using authentic materials.
- To learn about different aspects of the culture in Spain and in Spanish speaking countries by exploring literature, traditions and related historical events.

Content	Key Events (assessments projects culture/literature)
Term 1: People This term, we will reinforce the vocabulary learnt in year 7 and we will specifically focus on revising the present tense of regular and irregular verbs. The students will practice describing the activities they like to do in their free time, talk about their daily routine and revise places in town with the future tense. Culture: The independent communities in Spain The geography of Spain History: Columbus and the discovery of America	Vocabulary test
Term 2: Holidays This term will talk about holiday destination, means of transport and holiday activities. The focus this term is to learn the preterite tense of regular and irregular verbs. The students will learn how to express their opinions in the past and give a detail account of past events. Culture: Christmas celebrations per regions Literature: Nativity stories	Summative assessment
Term 3: Food This term will be talking about food and drinks. The students will learn how to tell their preferences about food, talk about meals and create recipes. The student will learn about different meals, how to order food and drinks and tell quantities. The students will practice recognising and using 3 time frames in listening, reading, writing and speaking. Culture: Typical Spanish dishes History: the Ancient Civilisations in South America Film extension: Canela	Formative assessment

Term 4: Technology This term we will talk about technology, music and cinema. The student will be able to develop their range of opinion phrases and adjectives to express preferences and justify their opinions. They will continue to practice using 3 time frames and extend their spoken and written answers. Culture: Music and cinema Research project on a Spanish artist. Film study: Selena	Summative assessment
Term 5: School / clothes This term will talk about school life. The students will revise how to ask questions and give their opinions on school subjects. The students will describe school rules with a particular focus on using modal verbs with the infinitive. They will then learn about clothes and school uniforms. Literature: Spanish plays	Project: write and perform a play
Term 6: Future employment This term, we will talk about jobs and future professional projects. We will learn how to use the conditional mood and impersonal verbs. The students will learn how to express convincing arguments in writing and speaking. This term will focus on speaking skills. Literature: Tales from Spain and South America	Project: how to prepare an interview and write a CV Summative assessment

Resources to support your child's learning

Links: https://www.languagesonline.org.uk/Hotpotatoes/index.html
https://quizlet.com/en-gb

Sharepoint Link:
https://trinityschoolsevenoaks.sharepoint.com/sites/subjects/Sp/Year%208/Forms/Folder%20View.aspx

Books: MIRA 2 student book Heinemann publishing ISBN 9780435391942
MIRA 3 Rojo student book Heinemann publishing ISBN: 9780435391638

Extension opportunities

Term 4: Research project on a Spanish artist
Term 5: Write and perform a play
Term 6: Simulate an interview