



Programme of Learning

Year 8

Autumn Term

2021-22

Key Stage 3 Curriculum

Departments have recently completed a review of their Key Stage 3 curriculum, evaluating the content to ensure that our students are taught relevant and useful skills, and learn appropriate, accurate and necessary knowledge. We believe that topics covered across all subjects in our KS3 curriculum form a strong foundation for study at Key Stages 4 and 5, as well as provide our students with a robust base for lifelong learning in a world beyond the classroom.

This booklet includes an overview of each unit of work. Each page shows;

- the length of the unit
- the intended Skills and Knowledge to be taught throughout that time
- inclusion of wider themes such as Social, Moral and Cultural aspects
- a brief description of the style of assessment is shared, to explain how the teacher will measure the student's learning for that particular unit

Literacy and Numeracy are taught in English and Maths but also form an integral part of all subjects across the curriculum.

Citizenship is delivered within the Religious Education curriculum and British Values and Careers are incorporated across all subjects.

Key Stage 3 offers a range of opportunities for students to participate in extra-curricular clubs, trips and visits.

All students at Key Stage 3 follow the core curriculum, which operates on thirty, 100-minute lessons, across a two week timetable. The number of lessons per subject, per fortnight are shown here.

Subject	Number of Lessons per Week		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	3	4
Science	3	3	4
Religious Education	3	3	3
Art	2	2	1
Computing	1	1	1
Design & Technology	2	2	2
Drama	1	1	1
French	2	2	2
Geography	2	2	2
History	2	2	2
Music	1	2	2
Physical Education	3	3	2

Statement of Intent

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. We believe that all students should build cultural capital throughout their time at All Hallows, engaging in learning opportunities from a full range of subjects. Each department offers extra-curricular experiences that enhance considered, structured lesson content, and delivered by subject specialists. Supporting the strong subject-based diet, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values.

Statement of Implementation

At All Hallows, our staff will:

- Deliver lessons that build on students' previous experiences and helps them acquire, develop, secure and retain knowledge and skills over time.
- Use a variety of appropriate evidence-based learning & teaching methods.
- Give students the opportunity to practise and develop the school's 5 Core Values.

- Set meaningful homework that supports learning in class.
- Recognise and reward student achievement and make progress visible.
- Engender high expectations of students.
- Encourage a love of learning & of the subject.

- Develop students' literacy and reading skills.
- Ensure all students, including those with SEND can access the curriculum and are given opportunities to succeed.
- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Work in partnership with parents, keeping them informed regularly.

Statement of Impact

At All Hallows, our aim is that all students, no matter their ability or background;

- Realise their academic potential and find their vocation in life.

- Progress successfully to the next stage of their education or career.
- Leave school equipped with the qualifications, skills and confidence that enable them to make a positive contribution to the world.
- Secure knowledge and skills relevant to adult life in a world of rapid and continuous change, and with the confidence and resilience to adapt to that change.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- With an accrued cultural capital that allows them to take an active role in society and appreciate the beauty of life and the world.
- Have grown stronger in their faith.

Information in this booklet is correct at the time of publication: July 2021. Please be aware that departments may update and amend their curriculum at any time and any questions regarding this should be directed to your child's teacher or the Head of Department.

Art & Design

Art and design is a wonderfully diverse, challenging and rewarding subject that has at its foundation an engagement with both your imagination and the extraordinary world around you, together with an understanding of how this permeates through all aspects of everyday life.

The department is a rich source of inspiration from the subject specialists who teach in it to the students who immerse themselves in their art on a daily basis. Our aim is to give every student the skills, knowledge and experiences they need to allow them to not only reach their potential but to be able to make an informed decision about their direction in life.

The curriculum is designed to engage each child in a creative dialogue with both the art of the past and that of the present day, understanding the origins of art and design informs the contemporary landscape that we inhabit and allows for a richer and more productive engagement with the subject.

From the very start of KS3 students are challenged in their understanding of both material and technique, of what constitutes a successful piece of artwork and the development of a vocabulary which makes the discussion of art a language accessible to all.

Through demonstration, support, engagement and feedback, students will start to uncover the breadth of skills, materials and approaches that will allow them to communicate their ideas, in an imaginative and expressive way. By continually referring to artists in our teaching the purpose of media choice and style of art becomes relevant and connection between the real world and even the most conceptual artwork better understood.

We aim to allow every student the space and experience to start to develop their own visual language regardless of what specialist area that might take them into. Art and Design is an open and holistic subject area that allows each individual an opportunity to discover their inner artist complemented by the tools to express their ideas to the benefit of all.

Scheme of Learning

SUBJECT: Art & Design

YEAR GROUP: 8

TERM: Autumn

TITLE OF UNIT: Illumination and Shadow

(LENGTH)WEEKS: 12 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Pupils will develop their knowledge of a range of media in order to show shading and light reflection and tone in their own work. Pupils will look at the styles and techniques used in cubist and modern art. Pupils will enhance their understanding of the use of the 'ordinary object' in art. 	<ul style="list-style-type: none"> Pupils will explore the use of tone in drawings/paintings and how artists have developed skills in observational drawing to show the tonal qualities of form. Pupils will develop their skills of observational drawing. Pupils will create their own painting based on small personal objects with use of reflective light, shadow and tone.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> Respect Courage Responsibility Consideration Intellectual Curiosity <p>In the department, we create various opportunities for students to meet the core values in every lesson.</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p> <p>British values are present and at the heart of our teaching and learning.</p>	<p>Catholicism is present in all of our efforts to achieve SMSC.</p> <p>Social – Student worked displayed and celebrated. Group activities, pupil evaluation about peer's artwork.</p> <p>Moral - The department rules are clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.</p> <p>Cultural - Students explore the roles and achievements of artists, craftspeople, and designers in both the past and contemporary and catholic society. Students explore a range of culturally diverse artwork designed to encourage critical thinking skills.</p> <p>Spiritual – Students enquire and communicate their ideas, meanings, and feelings. Students will investigate visual, tactile, and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p>
<p>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</p>		

Literacy/Reading/Numeracy	Career specialisms referenced in studies
<p>Literacy skills: Critical evaluation of others and their own artwork. Research techniques. Imaginative writing.</p> <p>Keywords: Composition, Tone, Texture, Contrast, Form, Cross-hatching, Graduation, Line.</p> <p>Numeracy skills: Shape rotation.</p>	<p>Artist Sculptor</p>

How will this topic be assessed?
<ul style="list-style-type: none"> • Fortnightly homework, target & effort grade. • Formative Feedback. • Pupils self and peer-assessment. • End of project evaluation.

Computing

We aim to equip our students with the skills required to be active participants in a digital world and to be able to operate effectively in any future workplace. We teach the valuable ICT and Computing basics by developing their use of common software applications such as those within Microsoft Office. We also introduce the students to a variety of computing skills including visual and text-based programming, namely Scratch and Python. Our students learn by doing; where every lesson is built around practical computing tasks. We encourage independence and expect the students to keep a record of their progress by using an online diary. Our lessons are always busy and our students enjoy a full and varied curriculum. We plan interesting tasks which teach the students the skills they need, not just for Computing lessons but also to support other curriculum subjects.

We provide instruction and feedback to the students as they complete challenging activities and we witness the students develop their skills and interest in computing as they progress through the school. We continually review what we teach students to ensure it reflects the changes to this subject area.

We offer extra-curricular opportunities such as Coding Club and offer support sessions for the lower school and after school sessions for those students who study the subject at Key Stage Four or at Key Stage 5.

Scheme of Learning

SUBJECT Computing
YEAR GROUP Year 8

TITLE OF UNIT E-Safety
(LENGTH) LESSONS 2

By the end of this unit, students will be able to know/do:

grey font indicates where a refresher will be given about those issues

Knowledge	Skills
<ul style="list-style-type: none"> How to maintain personal safety online - privacy settings How to report any online concerns / issues Recognise risks of online activity / behaviour Cyberbullying Online shopping / buying - safety and security Digital footprint / tattoo How data is captured by online organisations Use of data captured by online organisations GDPR - rights re. data Persuasive design - eg gaming - money spent - time spent 	<ul style="list-style-type: none"> Security - passwords Search engines - ranking, selecting and targeting people

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Digital literacy – keywords Writing of a short essay – structure / conclusion. Spell check.	

How will this topic be assessed?
Students will be set an essay to write on the topic of 'digital footprint' - Using the case study of Paris Brown watched in lesson. The assignment will be set on Teams.

Scheme of Learning

SUBJECT Computing
YEAR GROUP 8

TITLE OF UNIT 8.2 Multimedia Project
(LENGTH) LESSONS 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Digital multimedia tools • Promote / advertise an outside family attraction • Organise a digital project 	<ul style="list-style-type: none"> • Research a local activity venue – Alice Holt • Use Slide Master in PowerPoint • Add notes to slides • add online videos to slides • Add downloaded videos to slides • Crop videos • Slide transitions • Slide animations • create and store a video from a PowerPoint presentation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity		Outdoor activity, leisure time

Literacy/Reading/Numeracy	Careers
Summarising written information Promoting a venue – language to use	

How will this topic be assessed?
Assessment will be in the form of a completed PowerPoint file, the plan of that PowerPoint file and the way in which the elements have been researched and stored in a file area. Evidence will be added to online diary.

Scheme of Learning

SUBJECT Computing
YEAR GROUP 8

TITLE OF UNIT 8.2 Multimedia Project
(LENGTH) LESSONS 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Digital multimedia tools • Promote / advertise an outside family attraction • Organise a digital project 	<ul style="list-style-type: none"> • Research a local activity venue – Alice Holt • Use Slide Master in PowerPoint • Add notes to slides • add online videos to slides • Add downloaded videos to slides • Crop videos • Slide transitions • Slide animations • create and store a video from a PowerPoint presentation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity		Outdoor activity, leisure time

Literacy/Reading/Numeracy	Careers
Summarising written information Promoting a venue – language to use	

How will this topic be assessed?
Assessment will be in the form of a completed PowerPoint file, the plan of that PowerPoint file and the way in which the elements have been researched and stored in a file area. Evidence will be added to online diary.

Scheme of Learning

SUBJECT Computing
YEAR GROUP 8
TERM Autumn - Spring
TITLE OF UNIT Computing 1 – Programming Constructs
(LENGTH)WEEKS 10

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Programming constructs: <ul style="list-style-type: none"> Sequence Selection Iteration Scratch programming Language, graphics based 	<ul style="list-style-type: none"> Using sequences of code to achieve a goal Programming loops Programming selection Opening files Saving files Problem Solving Drawing images on screen Computer game creation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Responsibility Intellectual Curiosity		Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties

Literacy/Reading/Numeracy	Careers
Keywords: Sequence, Iteration, Selection X Y co-ordinates for placing and moving sprites	The core concepts introduced are a key skill for most computing careers and essential for the CS GCSE, and can applied to most STEM subjects.

How will this topic be assessed?
Self and Peer assessment of completed games to a set assessment grid.

Design & Technology

The Design and Technology department believe that students require the knowledge and creativity to make informed decisions for their future.

The Design and Technology department aims to deliver a curriculum that develops and enhances their creativity, imagination and realisation skills as they progress through the school. The students should feel they are gaining knowledge in all areas of Design and Technology.

In each specialism, students will build experience of research, analysis, generating ideas, development, making and evaluation skills.

As a department, we provide a comfortable and purposeful environment for the students to thrive with high quality experiences and facilities. With a varied and engaging curriculum, students can make confident and informed decision at the end of each Key stage, to pursue their study of Design & Technology.

We believe that whichever medium the students are focusing on, they learn about the skills, processes, materials and equipment needed to develop designs using creativity and independence. We also see it of great importance that students understand the impact on society and our collective responsibility in caring and preserving our resources and the natural environment. We ensure students are fully aware of Cultural, Moral, Social and Spiritual differences in Design and Technology and how the students can apply this to their own life experiences.

Our curriculum promotes lifelong learning as well as academic and personal achievement. We believe whichever vocation students choose, every skill and piece of knowledge they gain in this subject can be beneficial in their educational journey, and applied to life after their time at All Hallows.

In Design and Technology, we try to offer students enrichment opportunities where possible to support their studies. In the past these have included a 'Teen Tech' day out with Year 8 students, Aquarium visit to support the KS4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the KS5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

Scheme of Learning

SUBJECT: Design & Technology - Food Technology

YEAR GROUP: Y7/8

TERM: Autumn 1

TITLE OF UNIT: Introduction and Healthy multicultural project

LENGTH WEEKS: 14 (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Bacteria growth and food storage. • Basic Food Hygiene and food preparation • Safety in the kitchen • To learn what a healthy Eat well guide is • To learn about nutrients • To learn the healthy eating guidelines set out by the Government • To learn the skills/function of each of these: hob, oven, grill and other equipment. • Using sensory descriptors to evaluate a food product. • Understanding multicultural foods. • The design Process 	<ul style="list-style-type: none"> • Applying heat: grill, hob, (boiling, simmering), oven • knife skills; chopping, slicing and dicing, • rubbing in, simmering, boiling, frying, Roux sauce. • Learning how to use a variety of equipment. • Safe working practice.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance - Learning about other people's eating habits. Democracy - sharing equipment Rule of Law - Learning about the UKs governments Healthy eating guidelines -Individual Liberty - being able to enjoy foods in a different way, depending on your beliefs.	Awareness of dietary needs and opinions of others and what others eat in other cultures.

Literacy/Reading/Numeracy	Careers
Literacy skills: Reading and following instructions, Comprehension, writing up reports. Keywords Cross contamination, bacteria, high risk foods, dietary fibre, carbohydrates, fats, sugar, vitamins, balanced guide, Numeracy skills: Weighing, comparing quantities, working with clock timings, oven temperatures, units of measure, star diagrams.	Catering Nutritionist Chef

How will this topic be assessed?
<ol style="list-style-type: none"> 1. Student self-Assessment criteria is on the inside front cover of the written books 2. Work will be marked according to the school marking policy every 2 weeks using www: and EBIs; this is recorded in the book using the school stamp. 3. Practical work assessed and graded on completion of the practical session. 4. Students will be having an end of module test to assess their knowledge and understanding.

Scheme of Learning

SUBJECT : Design & Technology – GRAPHIC PRODUCTS

YEAR GROUP: Years 7 and 8

TERM – Rotations over 1.5 terms

TITLE OF UNIT BOARD GAMES

(LENGTH)WEEKS 12 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> To gain knowledge of the use of Graphic Products by consumers, understanding what users need. To consider corporate identity is and what makes a strong brand, and how to take influence from what they see and turn this observation into their own good brand. To be able to create and use design criteria and understand how to explain how a product will meet these needs. To understand the purpose of packaging and the materials used to package products. To develop an understanding of the impact that packaging has on the environment. 	<ul style="list-style-type: none"> To develop new or existing analysis skills when studying existing products to learn from their construction and existence. To be able to complete a piece of relevant research, linked to a theory topic delivered in Graphic Products. To introduce CAD skills through the use of Techsoft 2D Design to generate print and laser cut machine files. To develop 3D modelling skills using paper and board, to test and plan 3D outcomes before committing to colour printing and machine files. To learn and develop measuring and accuracy skills used when creating products that are to scale. To safely use a craft knife, cutting board and safety rule and various hand tools for creating 3D outcomes out of paper and board.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Mutual Respect Tolerance of others with different cultures and beliefs.	Social: Understanding the impact branding/advertising has on consumers. Moral: Creating appropriate games for specific age groups. Cultural: Discussion around the impact or acceptance of different brands around the world.

Literacy/Reading/Numeracy	Careers
Key words: ACCESSFM, typography, logo, template, net, colour theory, primary colours, secondary colours, tertiary colours, branding, corporate identity. Research covering: The origins of paper and board, types of branding, use of colour, measuring paper and card to make nets, using 2D design accurately to draw up nets to set measurements.	Graphic designer Product Designer Advertising & Media TV, branding, packaging Games designer

How will this topic be assessed?
Design and theory book showing notes and drawing techniques as well as presentation. There will be 1 practical outcomes that will be assessed, consisting of paper and board made products, with acrylic laser cut counters. There will be a practical skills and written knowledge assessment per half term.

Scheme of Learning

SUBJECT: Design & Technology - Resistant Materials

YEAR GROUP: Years 7 and 8

TERM : AUTUMN

TITLE OF UNIT: Investigating and manipulating materials – Pencil Holder/Plastic Product

(LENGTH)WEEKS: 12 WEEKS (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> To classify the categories, properties, and uses, To understand the environmental impact of plastics use in society. Practical skills using tools and materials to produce a range of small products modelling techniques to expand creative thinking and generate ideas. To understand the environmental impact of using woods in product design. Finishing Techniques in Woods To understand the term 'Planned Product Obsolescence'. To understand the term Market Pull and Technology Push. Drawing Techniques to support production. 	<ul style="list-style-type: none"> Use of a variety of tools and machinery within the workshop. Pillar Drill and Band Facer Smoothing Plane, Coping Saw and Tenon Saw use Planning and drawing technique.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance of others Democracy Rule of Law Mutual Respect Individual Liberty	Ethical choices Cultural design differences

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Plastics types and categories Environmental design Memphis design Wood types and categories Metal types and categories Key words: timber, wood, metal, plastic, softwood, hardwood, ferrous, non-ferrous, thermo/thermoset 	<ul style="list-style-type: none"> Environmental Science Plastics manufacture Product designer Carpentry Metalworking and metallurgy Engineering

How will this topic be assessed?
<ul style="list-style-type: none"> Teacher assessment of knowledge of categories and material names Students to self-assess and peer assess when projects are completed to gauge skill level. Teacher assessment of product outcome, assessment criteria provided.

Scheme of Learning

SUBJECT: Design & Technology – TEXTILES

YEAR GROUP: Years 7 and 8

TERM – Rotations over 1.5 terms

TITLE OF UNIT UGLY DOLL

(LENGTH)WEEKS 12 WEEKS (100-minute lessons)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Names of sewing machine parts Names of basic textiles equipment Fibres and Fabrics – origins/ natural and synthetic/ specific fabrics and properties 6R'S – definitions and the Hierarchy of Sustainability Electronic Circuits – input/ output/ process/ how to build a circuit 	<ul style="list-style-type: none"> The Design Process Sewing machines (threading/rethreading + how they work) Stitch selections – for machine embroidery and applique Cutting – safely and correctly using fabric scissors Dyeing techniques – Sponge dye (Yr8 – shaving foam) Surface decoration (applique, pre-existing stamps, stencilling using templates from the computer for complex ones) Hand stitching – running stitch/ buttons and sequins or beads Basic pattern drafting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Consideration of usage of equipment and materials affecting the environment. 6Rs.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Keywords: Sewing machine, Embellishments, Dyeing, Stitch, Skills, Quality, Decoration, Analysis, Input, Process, Output. Measuring accurately throughout project, Using cm, mm and metres. Wattage and circuitry, 3D and 2D shapes. 	Tailor Costume Designer Toy maker

How will this topic be assessed?
<ol style="list-style-type: none"> Teacher assessment of knowledge of categories and material names/ Students to self-assess and peer assess when projects are completed to gauge skill level and understand mistakes and successes. Teacher assessment of final outcome, assessment criteria provided in the form of a folding paper resource to document outcome.

Drama

"I regard the theatre as the greatest of all art forms..." — Oscar Wilde

All Hallows Drama offers excellent learning opportunities that are designed to foster each student's uniqueness and celebrate their individuality. Through a diverse, enriching and holistic curriculum approach, we aim to develop their shared sense of morality and empathy.

The core of Drama revolves around the 7 C's which epitomise our pedagogical approach. It underpins the development of each student's ability to Create, Collaborate and Commit to their learning with Consistency, Consideration and Courage. The most highly valuable and transferable skill taught in our department is Communication.

In today's world, we believe that whatever pathway our students choose to follow after Drama, their ability to connect, network and facilitate themselves and others is essential to their own success. All of our teaching reinforces the significance of written communication as taught across the school.

We endeavour to support students' learning by offering theatre trips, in-school workshops with actors and directors and also residential trips abroad. We teach and challenge students via an experiential process based on the strands of Performance, Response and Evaluation.

Across KS3, 4 and 5 we aim to cover a wide range of topics that includes key dramatic skills, theatre history, technical pathways, physical theatre, key theatre practitioners, theoretical analysis and evaluation of live theatre as well as differing acting styles such as devised, Naturalistic or Epic.

The knowledge and understanding gained from our collaborative approach encourages students to work effectively in group situations. We nurture leadership skills and emphasise the importance of ongoing creative development. We believe all students should have the opportunity to reach their full potential.

"Exit, pursued by a bear." – William Shakespeare

Scheme of Learning

SUBJECT Drama
YEAR GROUP Y8
TERM Autumn 1
TITLE OF UNIT The Wooden O
(LENGTH)WEEKS 8 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> History of Shakespeare and The Wooden O Introduction to the Tempest characters and plot. Soundscape, creating the storm. Using vocal and physical techniques to add character to Shakespearean text fragments. Workshop ideas using choral movement, speaking and props Participating in an organised and productive rehearsal. Retention and consolidation of knowledge through assessment. 	<ul style="list-style-type: none"> Creating Soundscapes with physical and vocal skills. (Use of percussion). Movement. Mime. Creating setting and atmosphere. Vocal Choral Skills: Unison, Cannon, Repetition. Physical Choral Skills: Unison, Cannon, Repetition. Characterisation. Ensemble and group work. Workshopping.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Courage Intellectual Curiosity	Tolerance Mutual Respect	SMCS

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Analysing text fragments and Shakespearean language. Learning specific Drama terminology. 	<ul style="list-style-type: none"> Dramaturg Actor Choreographer Voice Coach Director Workshop leader

How will this topic be assessed?
Students are assessed by performing an adaptation of the opening scene of The Tempest. Within this performance, they should present the skills listed above by creating the setting and atmosphere of a ship breaking up in a storm, using a soundscape and Shakespearean texts fragments to communicate the emotions of the characters.

Scheme of Learning

SUBJECT Drama
YEAR GROUP Y8
TERM Autumn 2
TITLE OF UNIT The Christmas Truce
(LENGTH)WEEKS 8 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Students will learn how to structure a devised performance using the key convention of a cross-cut monologue. They will learn how to engage with a variety of stimulus materials relating to the WW1 Christmas Truce. The final performance will be in small groups and aim to elicit the feelings and reactions to the Christmas Truce itself. 	<ul style="list-style-type: none"> Freeze Frames Character development (hot seating, role-on-the-wall, sub-texting, back grounding) Role-Play Ensemble Acting Monologues Slow Motion Choral Speaking Narration Cannon Body Props Physical theatre Marking the moment

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> Emotive understanding of conditions for British soldiers. Empathy for a wide range of people associated with WW1 History

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Research skills 	<ul style="list-style-type: none"> Script Writer Dramaturg Choreographer Stunt person Drama Therapy Historian Journalism Psychotherapist/Counsellor

How will this topic be assessed?
Focus of Assessment: Performance of a devised play to encapsulate and convey the experience of soldiers and auxiliaries during WW1 Strands: 2

English

We believe that achievement in English underpins wider success in all subjects and walks of life. The English department's main aim is to develop confident users of English, able to write clearly and accurately for a range of audiences and purposes, and to read with enjoyment and understanding.

In Key Stages 3 and 4, students develop reading and writing skills across fiction, drama, poetry, media and non-fiction, in order to enrich their cultural capital. We teach texts that are challenging, life-enhancing and supportive of students' moral development, covering the history of English to the present day.

We believe that writing is a skill that needs to be explicitly taught and practised; therefore, students follow schemes focusing on writing successful narratives and non-fiction texts. The department also teach technical accuracy both within schemes of learning and through the 'Language for Learning' booklets issued throughout Key Stage 3.

The development of students' speaking and listening skills are vital for both their enjoyment and engagement in the subject at school and for their long-term confidence in using English in the world beyond. As such, opportunities for discussion and debate are built into every scheme of learning and are a feature of lessons.

Current texts studied include *The Speckled Band*, *A Christmas Carol* and *Animal Farm* at Key Stage 3, and *Macbeth*, *Romeo and Juliet* and *An Inspector Calls* at Key Stage 4.

Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Autumn 2

TITLE OF UNIT: The Gothic: 'A Christmas Carol'

(LENGTH)WEEKS: 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> The plot of A Christmas Carol 19th Century context – life in Victorian times, the workhouse, social class, religion, etc. Literary context – the Gothic Facts about Dickens' life and background 	<ul style="list-style-type: none"> Making inferences based evidence from the text Exploring the writer's intentions Making predictions based on evidence from the text Analysis of language, form and structure Using subject terminology accurately in responses Linking to 19th century context

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality – 19 th Century Britain Commenting on morality by examining Scrooge's actions Tracking Scrooge's journey to redemption Consideration of Victorian Christmas beliefs Commenting on Dickens' social commentary throughout the novella

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation 	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts

<ul style="list-style-type: none"> • Comparison and synthesis • Comprehension • Analysis of language, form and structure <p>Numeracy</p> <ul style="list-style-type: none"> • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data 	Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership
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<p>How will this topic be assessed?</p> <p>Formative assessment: Extract based (Stave 1). Analysis of character - Scrooge at the beginning of the novella.</p> <p>Summative assessment: Extract based (Stave 3). Analysis of theme - poverty and the Cratchit family.</p>
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Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Autumn 2

TITLE OF UNIT: The Gothic

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<p>An overview of Gothic texts and their contexts, more specifically extracts from:</p> <ul style="list-style-type: none"> - Frankenstein - Dracula - The Tell-Tale Heart - The Strange Case of Jekyll and Hyde <ul style="list-style-type: none"> • Know the key features of Gothic Literature. • Know how writers use language and structure choices to fit a chosen genre. • Understand Victorian context and how it affects our reading of texts. • Know how to write a description in the style of Gothic literature. • Know how to identify different types of narrators, and more specifically explore the role of the unreliable narrator. • Know how to structure and write a newspaper article with a reliable narrator. • Know how to structure, plan and draft a Gothic short story. 	<p>Reading:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas (Edexcel GCSE Language AO1). • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Edexcel GCSE Language AO2). • Show understanding of the relationships between texts and the contexts in which they were written (Eduqas GCSE Literature AO3). <p>Writing:</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Edexcel GCSE Language AO5). • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Edexcel GCSE Language AO5). • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Edexcel GCSE Language AO6).

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality

Literacy/Reading/Numeracy	Careers
<p>Literacy:</p> <ul style="list-style-type: none"> • Development of vocabulary • Accuracy and fluency in grammar, punctuation and spelling • Proof-reading and editing • Writing with coherence and cohesion <p>Reading:</p> <ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure <p>Numeracy</p> <ul style="list-style-type: none"> • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data 	<p>Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership</p>

How will this topic be assessed?
<p>Formative: Descriptive writing activity – focus on atmosphere (Lang).</p> <p>Summative: Imaginative writing (Lang) – Gothic short story.</p>

Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Autumn

TITLE OF UNIT: Victorian Poetry (reading)

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Definitions and meaning of poetic literary terms: stanza, enjambment, imagery, personification, metaphor, extended metaphor, simile, sibilance, alliteration, sonnet, couplet, iambic pentameter, form, rhythm, rhyme, volta, caesura, context, semantic field • Context – relevant knowledge of poets studied and their perspectives and influences. Relevant knowledge of cultural influences (e.g. Industrial Revolution, the Romantics) • Knowledge of how to write an effective poetry analysis response. 	<ul style="list-style-type: none"> • To develop and express a personal response to a poem (AO1) • To make accurate and relevant predications about a poem (AO1) • To select relevant and precise evidence to support ideas (AO1) • To apply accurate subject terminology (AO2) • To explore and evaluate how meaning is created through language, structure and form (AO2) • To identify literary techniques (AO1) • To understand how context influences a poem (AO3) • To explain links between context and meaning (AO3) • To convey ideas coherently and in an appropriate register. (AO4) • To convey ideas embedding relevant evidence (AO4) • To make clear, explained comparisons across texts (AO1-3)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exposure to British cultural capital and artistic and historical movements (Romantics, Enlightenment, Industrial Revolution); Develop empathy Understanding spiritual and cultural perspectives on nature and art

Literacy/Reading/Numeracy	Careers
<p>Literacy:</p> <ul style="list-style-type: none"> • Development of vocabulary • Ability to construct coherent paragraphs of analysis and evaluation <p>Reading:</p> <ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure <p>Numeracy</p> <ul style="list-style-type: none"> • Placing texts in time and context • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data • Venn diagrams for comparing poems 	<p>Journalism Writer, poet, critic Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership</p>

How will this topic be assessed?
<p>Formative:</p> <ul style="list-style-type: none"> • AfL opportunities in each lesson • Initial assessment - <i>How does Hardy present ideas about nature in the poem 'The Darkling Thrush'?</i> <p>Summative (2 assessments)</p> <ul style="list-style-type: none"> • Implicit and explicit information comprehension test • language and structure analysis of an extract - <i>How does Yeats present a theme of the supernatural/magic in the poem 'The Song of the Wandering Aengus'?</i> • <i>Compare the poem the Darkling Thrush with one other poem you have studied.</i>

Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Shakespeare

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Social historical context of Shakespeare • Understanding of the plot of 'The Tempest' • Characters and their traits, function in the plot 	<ul style="list-style-type: none"> • Reading and understanding Shakespeare • Interpreting imagery • Selecting quotations • Close language analysis (including form/rhythm) • Character inference and analysis • PEE paragraphs • Tracking character development/change • Constructing a thematic essay

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Promoting a love of drama and theatre Exposure to Shakespeare – cultural capital development

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> • Development of vocabulary • Accuracy and fluency in grammar, punctuation and spelling • Proof-reading and editing • Writing with coherence and cohesion Reading: <ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure Numeracy <ul style="list-style-type: none"> • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology 	Journalism Writer Lawyer / legal profession Teaching / education / academia Careers in the Arts Politics / diplomacy / international relations Managerial / leadership

How will this topic be assessed?

Formative: Extract analysis

Summative: Thematic essay

Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Spring 2

TITLE OF UNIT: Shakespeare (The Merchant of Venice)

(LENGTH)WEEKS: 8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Understanding of the plot of TMOV Understanding of characters, their traits and function in the plot Understand relationships between characters and how this creates tension/sympathy Overview of the play's themes and what message Shakespeare is giving his audience Explore the theme of victim/villain and how the issue is not always clear-cut. Social historical context of Shakespeare/Merchant including prejudice / treatment of minorities. Iambic pentameter 	<ul style="list-style-type: none"> Reading and understanding Shakespeare Interpreting imagery Selecting quotations Close language analysis (including form/rhythm) Character inference and analysis PEE paragraphs Tracking character development/change Constructing a thematic essay Performing an extract in front of an audience Carrying out independent research Preparing an argument Presenting an argument in debate

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Exploring equality/prejudice in society Issues of social justice Treatment of others, including forgiveness/vengeance Issues to do with law / legality / victimisation and criminality.

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> Development of vocabulary Accuracy and fluency in grammar, punctuation and spelling Proof-reading and editing Writing with coherence and cohesion Reading: <ul style="list-style-type: none"> Skimming, scanning, selecting information, close reading, inference Evaluation Comparison and synthesis Comprehension 	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Civil servant

<ul style="list-style-type: none"> • Analysis of language, form and structure 	Sociologist / psychologist Managerial / leadership
Numeracy <ul style="list-style-type: none"> • Identifying patterns • Dates, timelines and chronology 	

How will this topic be assessed?
Formative assessment: Extract analysis (lesson 7) Summative assessment: thematic essay (lesson 22)
Additional assessment opportunities: <ul style="list-style-type: none"> • Further extract analyses (teacher's choice) • Speaking and listening assessment of performances • Debate contribution

Scheme of Learning

SUBJECT: English

YEAR GROUP 8

TERM Summer 2

TITLE OF UNIT Review Writing

(LENGTH)WEEKS 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Difference between language, form and structure • Definitions of: audience, purpose, form • Features of review writing • Media terminology • Different genres in film • Genre conventions and being able to identify these • Structural terms (zooming, focus, shifts, etc.) • The role of a film director • What target audience is and how writers / directors appeal to their target audience 	<ul style="list-style-type: none"> • Adapting tone to suit purpose and audience • Deliberately selecting vocabulary for effect • Using punctuation accurately and for effect • Inference • Using language and structure for effect • Making predictions • Analysis of film openings • Writing to present a clear viewpoint • Evaluating film openings and whole films • Expressing clear and coherent ideas

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Moral issues in the 'Touching the Void' – should the climber have cut the rope? Cultural development – exposure to iconic films (different genres) Develop an appreciation for the arts - media

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> • Development of vocabulary • Accuracy and fluency in grammar, punctuation and spelling • Proof-reading and editing • Writing with coherence and cohesion • Selecting vocabulary for deliberate effect 	Journalism Writer Media Marketing / advertising Teaching / education Research Film industry Film analyst Directing / editing

Reading:

- Inference based on words / image / colours
- Evaluation of film
- Analysis of film

Numeracy:

- Identifying patterns
- Use of graphical representation
- Chronology of film and the ordering of ideas

How will this topic be assessed?

Formative:

Write a mini-review based on a film trailer.

Summative:

Write a full film review of 'Touching the Void'.

Scheme of Learning

SUBJECT: English

YEAR GROUP: 8

TERM: Summer

TITLE OF UNIT: The Tragic – Reading

(LENGTH)WEEKS: 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Students will read a range of non-fiction texts from different times about adventures and explorations, examining the typical features of the genre. • Students will explore a range of texts which will introduce them to exploration of different regions of our planet • Language and structure devices and how to use these terms in our analytical writing • They will develop their understanding of the genre and why people choose to write about their adventures and explorations. • Students will develop their ability to work together to analyse texts, giving extended and thoughtful explanations/analyses, which will support the accuracy and detail of written analysis. They will develop further their ability to write extended analytical responses, planning key points before writing and then writing structured analytical paragraphs. 	<ul style="list-style-type: none"> • Identifying the main ideas in the text by skimming, scanning, continuous and close reading • Identifying who is writing the text (viewpoint/perspective) and their purpose in writing • Analysing the construction of the text at text, sentence and word level to comment on the creation of meaning • Analysing the construction to explore how different readers might interpret the text (linked to colonisation and Eurocentric readings) • Synthesising and comparing information from two or more texts • Planning techniques and considering how to approach an analytical response • Structuring analytical paragraphs

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Developing cultural capital through our range of extracts

Literacy/Reading/Numeracy	Careers
<p>Literacy:</p> <ul style="list-style-type: none"> • Development of vocabulary • Accuracy and fluency in grammar, punctuation and spelling • Proof-reading and editing • Writing with coherence and cohesion <p>Reading:</p> <ul style="list-style-type: none"> • Skimming, scanning, selecting information, close reading, inference • Evaluation • Comparison and synthesis • Comprehension • Analysis of language, form and structure <p>Numeracy</p> <ul style="list-style-type: none"> • Identifying patterns • Sorting information into sets and subsets • Use of graphical representation • Dates, timelines and chronology • Interpretation of (numerical) data 	<p>Journalism</p> <p>Writer</p> <p>Editor</p> <p>Copywriter</p> <p>Lawyer / legal profession</p> <p>Marketing / advertising / public relations</p> <p>Teaching / education / academia</p> <p>Curation</p> <p>Careers in the Arts</p> <p>Politics / diplomacy / international relations</p> <p>Economist</p> <p>Civil servant</p> <p>Sociologist / psychologist</p>

How will this topic be assessed?
<p>Formative – extract analysis</p> <p>Summative – an extract from 'Touching the Void' - How does the writer use language and structure to create a vivid description of the place they have explored?</p>

Geography

'Geography is everything and everything is Geography'. Anon.

Geography is a dynamic subject which plays a crucial role in understanding our world; both environmentally and socially. At All Hallows our aim is to present students with global issues to enhance their perspective on the world. Never has the study of our planet been more relevant and appropriate; Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We encourage our students to think empathetically and inspire them to want to make positive changes to the world around them.

Geography offers a broad curriculum studying both human and physical topics. The study of geography stimulates an interest in and a sense of wonder about places. It explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

At All Hallows our Geography team are committed to encouraging students to ask the 'difficult questions'. We hope our passion and love of the subject inspires students to also share a love of a subject which can teach us so much about our world.

Scheme of Learning

SUBJECT: Geography

YEAR GROUP: 8

TERM: 1

TITLE OF UNIT: Population

(LENGTH)WEEKS: 10

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Introduction HIC/LIC/NEE • Define reasons for population change: natural increase/decrease, migration • Reasons for population change: <ul style="list-style-type: none"> ◦ Better healthcare, education, improvements to QoL, declining poverty • Reasons for the distribution of global population: <ul style="list-style-type: none"> ◦ Climate, natural hazards, wealth, industry • The Demographic Transition Model <ul style="list-style-type: none"> ◦ 5 stages (Japan and Germany are stage 5) • Push and Pull Factors of migration (rural to urban) • Migration Case Studies: EU to UK, Mexico to USA (focus on Trump) • NEW: Brexit: what, causes, consequences • Consequences of Migration in LIC/NEE: <ul style="list-style-type: none"> ◦ Growth of megacities ◦ Squatter Settlements e.g. Lagos • Example of population control: Singapore 2 or more 	<ul style="list-style-type: none"> • Communication via description • Communication via explanation • Communication via evaluation • Graduated Bar Graphs • Use of images and maps to extract information • Using aerial photographs to extract information

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social: reasons for leaving a place can often be sensitive; students are respectful of all reasons. Cultural: Students are presented with different reasons for population increase and decrease, including contraception

Literacy/Reading/Numeracy	Careers
Comprehension of text to apply to answers	Population control Town Planner Environmentalist Law maker

How will this topic be assessed?
Assessment using 'pre-release' style assessment where information is shared with students in advance. Assessment is via a written exam.

Scheme of Learning

SUBJECT: Geography

YEAR GROUP: Year 8

TERM: Autumn half term 2 – Spring term 1

TITLE OF UNIT: Glaciation

(LENGTH)WEEKS: 9 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Students will start this topic by finding out what killed the Mammoths • A chronology of past Ice Age events • The formation of glacial ice (snow – granular snow – fern – neve – glacial ice) • Glacial formation basics of accumulation and ablation • The processes at work on a glacier of abrasion, plucking and freeze thaw • Landforms created due to glaciers of Corries, aretes, pyramidal peaks and U Shaped Valleys • Causes and effects of avalanches • Responses to avalanches • Tourism in glacial environments – the social, economic and environmental positives and negatives • Tourism in relict environments – the social, economic and environmental positives and negatives • Solutions to the problems tourism can cause 	<ul style="list-style-type: none"> • Students written exam skills will be developed through explanation of points – students will use 'this means that...as a result' to develop P.E.E.L paragraphs

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social – how people around the world have benefited from glacial landscapes Moral – the impacts humans can have on natural landscapes

Literacy/Reading/Numeracy	Careers
Literacy – students will develop their extended writing in this topic by explaining using P.E.E.L paragraphs	Physical geography careers included glaciologist, land use management, tourism officers etc.

How will this topic be assessed?

This topic will be assessed at the end of the topic with an assessment to show the students extended writing ability. Students will be assessed on both 2, 4 and 6 mark questions which ask students to explain using detail.

History

History is like a tapestry of different stories and versions of the past which have been woven together over time. History at All Hallows' aims to provide students not only with a broad and diverse knowledge of the past but also give students the right tools in which to pick these stories apart, to uncover the different narratives of history and to critically examine them.

Our key stage 3 curriculum will be centred on four main themes which are revisited as the students travel from pre-1066 to the late 20th century: Power.

- Beliefs
- Encounters
- Lives of the ordinary people

These themes not only help to frame students' understanding of significant historical events but also help them to navigate vast time periods whilst developing an awareness of the key concepts such as religious, political, social and economic history.

Our aim is to help students understand their own context, and so where appropriate we explore local people and events alongside national and global history. It is important that students develop an appreciation for key developments over time, the cause and consequence of these. Students will consider elements of change, continuity, similarity and difference to assess the significance of events and how events in the past have shaped the present.

At the end of their time at All Hallows' we hope that students are curious about the past, that they can engage in current historical debates, and that they can critically question historical sources and interpretations.

Extra-curricular opportunities

Students will have the opportunity to visit the battlefields and cemeteries of the Western Front in order to broaden their understanding of the events of WW1 and to commemorate and pay their respects to the fallen soldiers.

Scheme of Learning

SUBJECT History

YEAR GROUP 8

TERM Autumn Term

TITLE OF UNIT; Why did Charles I lose his head?

(LENGTH)WEEKS 6 lessons (3 weeks)

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • An introduction to the Stuart family. • What kind of king was Charles I? • The link between religion and the monarch – Divine Right. • Puritans in 17th century England. • The role of parliament and the ruling of England in the 17th Century and Charles I personal rule. • Charles I and Scotland. • Charles I and Spain. • The English Civil War and role Oliver Cromwell. 	<ul style="list-style-type: none"> • Assess the background to Charles I reign and weigh up the reasons why people did not want him to the king. • Classify the reasons into groups and support with contextual knowledge. • Explain the significance of each of the causes and explain how they lead to Charles' execution. • Start to see the relationship between causes and explain how causes lead to an event. • Make a judgement about what led to Charles' death.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Reflection on different religious beliefs. Awareness of the different social classes in England. Working with classmates.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Use of key words relating to the rule and execution of Charles I • How to construct detailed paragraphs and correct use of grammar and punctuation. • Reading and comprehension. 	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Journalist Law

How will this topic be assessed?

Teacher assessment.

Written outcome: Why did Charles I lose his head?

Scheme of Learning

SUBJECT History

YEAR GROUP 8

TERM 1

TITLE OF UNIT Why are there such different interpretations of Oliver Cromwell?

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> The role of Oliver Cromwell during the English Civil War and his involvement in the execution of Charles I The siege of Drogheda (September 1649) and Cromwell's conquest of Ireland Brief context and viewpoints of Cromwell during The Restoration, the Victorian Era, 	<ul style="list-style-type: none"> Recognise that interpretations are conscious reflections on the past – not students' own personal opinions Recognise that the past as we know it is not fixed but constructed through interpretations Infer the main messages of historical interpretations Explain how the historical context in which they are created affect interpretations; e.g. consider what conditions and views existed at the time of writing/drawing. Weigh up how convincing an interpretation is by testing its accuracy.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	The rules of war The development of democracy Differences in religious ideas

Literacy/Reading/Numeracy	Careers
Reading comprehension Written outcome	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Law Journalist

How will this topic be assessed?
End of unit assessment. Written outcome.

Scheme of Learning

SUBJECT History
YEAR GROUP Year 8
TERM Term 1
TITLE OF UNIT Merry monarchs, dangerous diseases and deadly disaster.
What was life like in 17th Century England?
(LENGTH)WEEKS 4 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Use contextual knowledge to explain why Charles II became King. Compare Cromwell's nation to the Merry Monarch's Use source material to make supported inferences about Charles II reign. Identify the provenance and messages of source material. Use source material to suggest what we can learn about the lives of people in 17th century England. Explain the impact of the deadly disasters and dangerous diseases on 17th Century England. Draw some comparisons between epidemics in Medieval times and those of the 17th Century. 	<ul style="list-style-type: none"> Use contextual knowledge to explain why Charles II became King. Compare Cromwell's nation to the Merry Monarch's Use source material to make supported inferences about Charles II reign. Identify the provenance and messages of source material. Use source material to suggest what we can learn about the lives of people in 17th century England. Explain the impact of the deadly disasters and dangerous diseases on 17th Century England. Draw some comparisons between epidemics in Medieval times and those of the 17th Century.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Exploring the lives of 17 th century people. Exploring their beliefs in religion. Working with classmates.

Literacy/Reading/Numeracy	Careers
Reading and comprehension.	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Journalist Law

How will this topic be assessed?
Teacher assessment focusing on the use of source material.

Scheme of Learning

SUBJECT	History
YEAR GROUP	Year 8
TERM	Term 1
TITLE OF UNIT	From the Tudors to the Georgians. How did power in England
(LENGTH)WEEKS	2 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
An overview of power in the following reigns: Henry VIII James I (The Gunpowder plot) Charles I Cromwell Charles II James II The Glorious Revolution William and Mary Anne George	<ul style="list-style-type: none"> • Use chronology to help to explain how power in England changed over time. • To identify and explain what has changed in England from the Tudors to the Georgians. • Classify the ways life changed into groups. • Use evidence to support or refute the views of historians.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Exploring 16-17 th century beliefs in religion and power. Working with classmates.

Literacy/Reading/Numeracy	Careers
Reading and comprehension. Written explanations using evidence.	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager

How will this topic be assessed?
Teacher assessment.

Maths

At All Hallows we believe that all students can be successful in Maths. We aim to make the learning in our lessons rich, deep and enjoyable. We aim to explore the 'why' as well as the 'how' in our classes and to help our students develop a deep understanding of mathematical concepts, as well as a fluency and confidence with mathematical procedures.

There are six strands of mathematical content:

- Number
- Algebra
- Geometry and Measure
- Ratio and Proportion
- Statistics
- Probability

Our intention is to teach each of these strands in a way that supports students to develop confidence in their mathematical abilities and be able to apply mathematics to a range of different contexts and see the potential for use of maths in real life.

We recognise the importance of developing problem solving and reasoning skills for applications beyond mathematics.

We want our students to develop an appreciation of mathematical relationships, and a mathematical curiosity and desire to understand.

We support students in learning how to work systematically, independently and co-operatively.

We encourage them to articulate their understanding and explain mathematical concepts using precise technical language.

We emphasise the importance of comparing and evaluating equivalent methods, selecting the most appropriate one for the problem.

Scheme of Learning

SUBJECT	Maths
YEAR GROUP	8
TERM	Autumn 1
TITLE OF UNIT	Fractions, Ratio and Proportion
(LENGTH)WEEKS	7

By the end of this unit, students will be able to know/do:

Knowledge and Skills
<ul style="list-style-type: none"> • Fluent in using proper and improper fractions in multiplication and division in a range of contexts • Understand and articulate the effect of multiplying by fractions, including for fractional increases and decreases. • Understand and use ratio notation and conventions. • Divide quantities into a given ratio and use given information about ratio to solve problems in context • Understand the difference between ratio and fractions and fluently convert between them

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

Literacy/Reading/Numeracy	Careers
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

How will this topic be assessed?
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

Scheme of Learning

SUBJECT Maths
YEAR GROUP 8
TERM Autumn 2
TITLE OF UNIT Percentages
(LENGTH)WEEKS

By the end of this unit, students will be able to know/do:

Knowledge and Skills
<ul style="list-style-type: none"> Understand and articulate what is meant by a percentage, and interpret this as a proportion and as an operator. Convert fluently between fractions, decimals and percentages. Use percentages to compare proportions.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

Literacy/Reading/Numeracy	Careers
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

How will this topic be assessed?
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

MFL:French

Languages are increasingly important in the business world and globalised society. Studying languages enables us to communicate effectively with people from around the world. In addition, it opens doors to new cultures and experiences.

We look to develop students' confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide the skills that will help them be successful in any professional field.

Our students will gain a cultural understanding of the target language countries. This is achieved through a range of topics, film, food, festivals and a residential trip abroad. Students learn how to communicate effectively in a range of tenses, in addition to debating skills, both for everyday purposes as well as to discuss global and moral issues.

Through studying grammar in a second language, along with translation, students will benefit from an improved understanding of English. They also gain skills of inferring information, gauging mood and tone, and understanding a variety of texts both factual and fictional. This will help link to other subjects too and improve all-round confidence in speaking, encouraging them to be open-minded individuals and citizens of the world who respect and appreciate different cultures, and can profit from a variety of opportunities for future career paths.

Scheme of Learning

SUBJECT: French

YEAR GROUP : 8

TERM: Autumn

TITLE OF UNIT: Vive les vacances!

(LENGTH)WEEKS : 12 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> To discuss about a holiday in the perfect tense To use the negative in the perfect tense To give a range of opinions and reasons To recognise the difference in auxiliaries depending on the verb (Mrs Vandertramp) Using present and past tenses together 	<ul style="list-style-type: none"> Listening comprehension: Associate phonemes and graphemes. Writing/ grammar accuracy: Create a 50 words extended piece of writing Reading comprehension: Identify key information in comprehension tasks Speaking: Use present and past to discuss what you normally do and what you did in the past Translation: French- English/ English - French

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural- We look at life in a range of Francophone countries and how it contrasts to our own. Moral: behaving in a respectful and tolerant way to others from a different background Spiritual: The introduction of the sentence builder approach this year is developing self-efficacy in writing and therefore a sense of achievement.

Literacy/Reading/Numeracy	Careers
Literacy skills are developed through grammar focus (present, past and negatives). Reading skills are developed through error spotting, reading for gist and comprehension tasks.	Language and travel-based careers: Translator, teacher, interpreter, journalist ...

How will this topic be assessed?
Pupils will demonstrate their knowledge of connective, opinions, reasons, use of different pronouns and a range of verbs in the perfect tense in a short writing assessment (approx. 50 words) and translation assessment (French-Eng). They will also demonstrate their skills in a Reading and Listening assessment.

Music

Music is the universal language of all cultures and identities and surrounds our everyday life. At All Hallows we believe that 'Music is for all'. We aim for all students to develop lifelong transferable skills of creativity, identity and personality throughout their time studying with us.

We focus on the three main areas of Performance, Composition and Appraising within music lessons, studying over a variety of mediums and technologies new and old; giving constant feedback helps our students develop as musicians, allowing skills such as confidence, expression, courage, respect and self-discipline to develop through their work.

We want our curriculum to have breadth and depth to it, allowing students to develop knowledge of different cultural histories within music and how they affect the global world in which we live.

We offer students the opportunity to pursue their interests with a rich and diverse programme of extra-curricular options, giving students the chance to perform in concerts, both as large-scale ensembles or in a solo setting. Students have the opportunity to see music within its live context as well as taking their own performances to the public, both in and out of the UK – in previous years, we have visited Prague, Italy and France.

Through all of this, we aim for our students to be able to enjoy and appreciate music as an essential part of their lives, as well as giving them the life skills to unlock their full potential as the musicians and educators of tomorrow.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: 1

TITLE OF UNIT: The Blues

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Be able to identify features of Jazz and Blues music. • Understand the difference between "straight" and "swing" rhythms clapping an example of each along with the class. • Understand that seventh chords are different to "normal" chords with an added note and a difference in sound and perform these individually. • Show a basic understanding of the subject matter and themes of lyrics in blues songs. 	<ul style="list-style-type: none"> • Recognise Blues music as distinct from other genres/styles of music and identify some features of Blues and Jazz music when listening. • Perform a bass line using the single notes of C, F & G to the 12-Bar Blues chord sequence. • Perform a melody in a "swing-style" changing the duration of the most notes in character of the jazz and blues "swing" style. • Improvise using notes from the blues scale. • Perform the bass line, chords and improvise using the notes of the blues scale in a performance of "In the Mood" and "Honky Tonk Blues". • Develop their solo and ensemble performance skills.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	<ul style="list-style-type: none"> • Teamwork during class performance and peer evaluation of students work. • The department rules are clear to students. Pupils incorporate mutual respect and the consideration for others' work. • Students enquire and communicate their ideas, meanings, and feelings on performances.

Literacy/Reading/Numeracy	Careers
<p>Numeracy – 12-Bar blues chord sequence can be related to repeating patterns and sequences.</p> <p>Literacy – subject matter of blues songs; AAB structure of lyrics in blues songs; storytelling.</p> <p>Citizenship – slavery, oppression etc.</p> <p>Geography – Africa, America.</p> <p>History – Slavery, slave routes and slave traders.</p>	<p>Musician</p> <p>Teacher</p> <p>Historian</p>

How will this topic be assessed?
<p>Students will do a solo performance of Honky Tonk Blues, which will be assessed by the teacher at the end of the half term.</p>

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: 1

TITLE OF UNIT: Major and minor tonality

(LENGTH)WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<p>Be able to...</p> <ul style="list-style-type: none"> • Explain the difference between major and minor tonalities. • Learn how to identify pitches on the bass stave. • Explain what makes a piece of music sound jazzy. 	<p>Be able to...</p> <ul style="list-style-type: none"> • Identify pitches on the treble and bass stave. • Develop individual performance skills, focusing on learning to play using both hands. • Perform with the rest of the class, being able to show awareness of others. • Identify the differences between major and minor tonalities through listening. • Identify a variety of musical features of music through listening.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	<ul style="list-style-type: none"> • Teamwork during class performance and peer evaluation of students work. • The department rules are clear to students. Pupils incorporate mutual respect and the consideration for others' work. • Students enquire and communicate their ideas, meanings, and feelings on performances.

Literacy/Reading/Numeracy	Careers
<p>Literacy skills:</p> <ul style="list-style-type: none"> • Writing • Reading • Learning of new key terms • Question and answers <p>Numeracy skills:</p> <ul style="list-style-type: none"> • Counting beats 	<p>Performer Teacher</p>

How will this topic be assessed?
<p>Students will do a solo performance of Joshua Fought the Battle of Jericho, which will be assessed by the teacher at the end of the half term.</p>

Physical Education

Physical Education is an essential aspect of school life and its importance is increasingly recognised. The PE Department will teach students a range of sports and physical skills, with the aim that every student finds their sporting niche; leaving school with the knowledge and understanding of how to live a healthy lifestyle and staying engaged in sport and exercise.

Throughout their time at All Hallows students will engage in a wide-ranging curriculum, exploring the full spectrum of sporting contexts: Games, Aesthetics, Striking and Fielding, Athletics, Fitness and Outdoor Education & Life skills. Lessons take place within our outstanding sporting facilities, including the Fitness Suite, Swimming Pool, Gymnastics Hall, Sports Hall, Outside Courts and Pitches.

Alongside practical skills for a range of sports, students will also gain a strong understanding of diet and nutrition. Interpersonal skills such as teamwork, communication and leadership will be developed within a range of environments. To enhance student experience, we offer a rich extra-curricular programme, where students can engage in competitive sport with the opportunity to represent the school in fixtures, or simply enjoy recreational sport and fitness activities.

Through the delivery of Outdoor Education & Life skills, students will be taught Swimming, First Aid (in and outside of the water) and Map Reading.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Badminton

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Umpiring• Scoring	<ul style="list-style-type: none">• High serve• Backhand shots• Hitting into space

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Honesty and sportsmanship

Literacy/Reading/Numeracy	Careers
Understanding of the scoring system and where to stand on court based on odd and even score	Umpire, judge, coach, athlete

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive matches will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Basketball

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Basic tactics Man to man marking 	<ul style="list-style-type: none"> Set shot Lay up Rebounding 3 man weave

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

Scheme of Learning

Physical Education

YEAR 8

Autumn and Spring Term

Dance

7 WEEKS

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> To know the dance theme and style of dance To be able to define the term gestures, travel, levels and dynamics To know what formations and weight bearing contact are 	<ul style="list-style-type: none"> To be able to create a basic motif To be able to include formations, travel, dynamics and levels in the dance routine To be able to create actions and gestures associated with the dance theme To be able to perform a range of contact in line with the dance theme

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Fitness

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Agility • Coordination and balance • Speed • Skeletal system 	<ul style="list-style-type: none"> • Interval training • Fartlek training • Illinois agility test

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Using stopwatches to time and calculate rest periods. Knowledge of key terminology such as names of bones.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Football

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Application of rules• Outwitting opponents	<ul style="list-style-type: none">• Close Control• Turning• Heading• Marking• Lofted Pass• Attacking 3v1

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Gymnastics

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Counter balance • Counter tension • Fitness requirements for gymnastics 	<ul style="list-style-type: none"> • High apparatus skills • Basic vaulting • Handstands • Headstands

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretching/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

Scheme of Learning

Physical Education

Year 8

Autumn & Spring Term

Handball

6-8 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Application of rules • Outwitting opponents • Positions • Defensive shape 	<ul style="list-style-type: none"> • Jump pass • Passing on the move • Jump shot (Opposed)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Hockey

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Application of rules • Outwitting opponents • Gaining possession 	<ul style="list-style-type: none"> • Indian dribble • Reverse stopping • Slap / Sweep pass • Jab Tackle • V Drags & pull backs

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in hockey and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Netball

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Tactics behind each position on the court • Intermediate rules of the game 	<ul style="list-style-type: none"> • Turning in the Air • Feeding into the circle • Zonal Defence • Roll out dodge

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Outdoor Adventure Activities (OAA) - Orienteering

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Forms of communication• Stages of task planning• Team Roles• Leadership characteristics	<ul style="list-style-type: none">• Communication• Planning• Reviewing• Resilience• Trust• Problem Solving

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others ideas Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Any job that requires working in a team with others

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete a range of tasks that will assess their ability in these skills. They will be given the opportunity to take on a leadership role and working in a team. They will also reflect on their own performance and identify ways they could further develop their skills.

Scheme of Learning

Physical Education
YEAR 8
Autumn and Spring Term
 Rugby Union
 7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Understand the tactical attacking advantage in playing a miss pass, switch and loop • Be able to verbally describe and identify a Maul • Be able to articulate how to isolate a defender and create a 3 v 2 • Know when a Scrum will be called within a Match 	<ul style="list-style-type: none"> • Be able to perform a Spin Pass within a structured drill and a Match environment • Be able to perform a Miss Pass, Switch & Loop within a structured drill and a Match environment • Be able to set up and engage within a Maul in both attack and defence • Be able to perform a 3 v 2 as a ball carrier and support runner • Be able to perform a 2 man Scrum

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring

Swimming

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">• Tumble Turns• Bilateral Breathing	<ul style="list-style-type: none">• Breaststroke leg action• Breaststroke arm action• Tumble Turns• Butterfly leg action• Butterfly arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Understanding of pacing	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Religious Education

Religious Education is central to everything we do at All Hallows, since it is the subject where the students are taught the origins and the importance of Gospel values, which underpin the ethos of our school community.

Religious Education at All Hallows enables students to encounter a variety of world religions, as well as moral and social issues. Through our subject, we hope to develop our students into reflective global citizens, who understand their role within society, and understand how faith and belief shape their lives and the lives of religious believers around the world.

The nature of RE means that students are given many opportunities for discussion and debate, and students often express their beliefs and opinions and question difficult concepts. This prepares the students with an ability to make evaluative assertions, a key skill required for GCSE assessments.

Throughout KS3, students explore the origins of Christianity to understand structure of the Bible, the stories of figures of religious significance and the origins and meaning behind religious practices such as the Mass, sacraments and the church as it exists in the present day. Moreover, our students are given the opportunity to encounter a variety of world religions including Sikhism, Judaism, Buddhism and Islam. During these modules we will develop an understanding of the beliefs and practices of each tradition.

In Year 8, students are taught Citizenship within RE. In these lessons students examine issues such as "being responsible global citizens", "how does the law impact the lives of young people?" and "what are human rights?" This enables our students to understand what it means to be a British citizen and contextualises core British values.

In Year 9 students are encouraged to reflect upon how religion and morality interact with important societal issues including "love & relationships" and "crime & punishment", while exploring Christian and secular approaches to morality.

Religious Education provides the students with an opportunity to practice important skills that are required at GCSE including extended writing, interpreting texts, constructing logical chains of reasoning and using evidence to support arguments

Scheme of Learning

SUBJECT Religious Education

YEAR 8

TERM 1

TITLE OF UNIT: CREATION

(LENGTH)WEEKS: 4

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Genesis 1 (the days of creation) • Genesis 2 (the Fall) • Scientific approaches to Creation • Fundamentalist approaches to Creation • What is meant by stewardship? • The impact of Free will • Inspirational Stewards in the Catholic Church 	<ul style="list-style-type: none"> • Identifying key words and explaining their meaning e.g. Biblical literalist • Analysis- understanding the messages in Biblical texts and explaining their impact on Christians today • Extended writing – producing PEE paragraphs • Application- applying our knowledge of the Genesis creation stories to create cohesive arguments and explain our opinions • Evaluation- communicating our opinions on the strengths and weaknesses of different approaches to understanding creation both verbally and in the written word • Creating- applying our subject knowledge to create an original piece of work

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Recognising the different opinions that are held within society and showing respect for those who hold them • Understanding our role as stewards and our responsibilities within society e.g. caring for the environment and campaigning for change • Understanding the sacrifices that inspirational stewards have made for the world and learning from their lives • Understanding the moral implications of harming the environment • Students should reflect on the Catholic belief that God gave humanity the world as an expression of his Omni benevolence.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Extended writing (producing PEE paragraphs) • Reading scripture and interpreting messages from scripture • Writing persuasively to convince target audiences to take care of the environment and be good stewards 	<ul style="list-style-type: none"> • Politician • Environmental campaigner/Environmental officer • Geographer • Scientist • Wildlife Conservation

How will this topic be assessed?
<p>This topic will be assessed using a variety of AfL techniques including "hands down" questioning and plenary activities. Teachers will also monitor the contributions that the students make in class and quality of homework. There will be one formal written assessment based on the skills of "analysing and interpreting scripture" and "comparing/contrasting beliefs"</p>

Scheme of Learning

SUBJECT Religious Education

YEAR 8

TERM ONE

TITLE OF UNIT: God's Covenant

(LENGTH)WEEKS 5/6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • What God's covenants are • The stories of Noah's Ark, and Joseph • Moses • Passover • The role of prophets in the Old Testament • Advent • The meaning of Christmas 	<ul style="list-style-type: none"> • Understanding symbolism in the Bible • Creative writing • Analysis • Summarising information • Revision skills • Explanation • Extended writing • Evaluation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect British traditions - Christmas	<ul style="list-style-type: none"> • Understanding the diversity of religious traditions within the UK to promote tolerance and respect • Understanding the religious celebrations in Judaism and Christianity • To understand the early history of Jewish persecution

Literacy/Reading/Numeracy	Careers
Literacy/reading: <ul style="list-style-type: none"> • Interpreting texts and quotes • Extended writing • Creative activities (poster design, storyboards, pictures, diary entry, accounts, newspaper articles, Christmas Card design) Numeracy: <ul style="list-style-type: none"> • Calendars? TBC 	<ul style="list-style-type: none"> • International relations • Charity work • Spiritual advisor/religious leader • Education • Chaplain

How will this topic be assessed?
<ul style="list-style-type: none"> • AfL throughout module • 1x written assessment based on the skills of "analysing and interpreting scripture" and "comparing/contrasting beliefs and practices"

Scheme of Learning

SUBJECT Religious Education

YEAR 8

TERM TWO

TITLE OF UNIT ISLAM

(LENGTH)WEEKS 5/6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • What are the main beliefs and practises in Islam • What the five pillars are • What is the Qur'an? • Who are the Prophets? • Where and how do Muslims worship? • How do Muslims help British Society? 	<ul style="list-style-type: none"> • Interpreting Qur'an quotes • Creative writing • Presentation skills • Summarising information • Revision skills • Explanation • Extended writing • Evaluation

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Understanding the diversity of religious traditions within the UK to promote tolerance and respect • Understanding the religious rules within Islam • To understand the role of prayer, fasting and charity as an expression of piety and spirituality in the lives of religious believers

Literacy/Reading/Numeracy	Careers
Literacy/reading: <ul style="list-style-type: none"> • Interpreting texts and quotes • Extended writing • Creative activities (poster design, travel guides and reviews and designing book covers) Numeracy: <ul style="list-style-type: none"> • Distribution of Mosque funds as part of Zakah 	<ul style="list-style-type: none"> • International relations • Charity work • Spiritual advisor/religious leader • Education • Travel • Architecture

How will this topic be assessed?
<ul style="list-style-type: none"> • AfL throughout module • 1x written assessment based on Bloom's Taxonomy

Science

Science education provides the foundations for understanding the world around us and helps us make sense of how the wider universe works. It improves and enriches the quality of our lives through technological or medical advances and is vital to the world's future prosperity.

The Science Curriculum is delivered under the traditional headings of Biology, Chemistry and Physics. Students cover topics in all three disciplines including those such as:

- Cells
- Tissues and Organs
- Plant Biology
- Microorganisms
- Bioenergetics
- Physical and Chemical Reactions
- Acidity and Alkalinity
- Energy
- Forces
- Electricity and Particles

Students will also develop practical skills and become confident and adept in handling scientific equipment and will explore a variety of methods of data collection. They will also practice analytical, evaluative and other transferable skills to allow them to become critical thinkers within and outside of the subject.

Extra-curricular opportunities within school include regular Science Club meetings and visits by external speakers to whole year groups on key topics. In recent years students have also travelled farther afield to visit Science fairs, problem solving challenges, Winchester Science Centre, Marwell Zoo, the Darwin Centre at The Natural History Museum, and the Smithsonian Institute in Washington DC.

Scheme of Learning

SUBJECT Science

YEAR GROUP 8

TERM 1

TITLE OF UNIT Nutrients

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Recall nutrients we need in our diet Describe what each nutrient does in the body Describe how factors change the amount of energy we need Explain how different types of malnutrition are caused and their effects Explain the function of the digestive system 	<ul style="list-style-type: none"> Interpret nutrition labels Draw flow charts to describe what happens in each organ of the gut Choose foods to ensure we have a balanced diet Perform tests to identify the presents of Protein, Carbohydrate and Fats in food.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Responsibility – Eat the recommended portions of fruit and vegetables per day and maintain a balanced diet. Consideration –Do not waste food and dispose of food packaging correctly.</p> <p>Intellectual Curiosity – Check food packaging to identify nutritional values.</p>	<p>Mutual Respect – Respect other cultures food choices</p> <p>Individual Liberty – Take responsibility for your diet.</p>	

Literacy/Reading/Numeracy	Careers
<p>Calculate areas of rectangles and cuboids</p> <p>Interpreting data on energy requirements and age</p>	<p>Nutritionist, Dietician, Food developer, Health and Wellness Co-ordinator, Health promotion specialist, Catering, Food/ Health journalist,</p>

How will this topic be assessed?
<p>This unit will be assessed in the End of Unit Year 8 Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.</p>

Scheme of Learning

SUBJECT Science

YEAR GROUP 8

TERM 1

TITLE OF UNIT Plants and their reproduction

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Explain how organisms are classified, using smaller and smaller groupings of shared characteristics. • Correctly use the term biodiversity. • Describe how plants reproduce using key terms to describe the organs involved • Describe how plant are pollinated and how they disperse seeds • Explain why plants require certain resources in order to germinate and grow 	<ul style="list-style-type: none"> • Use a key successfully • Dissect a flowering plant and recognise its organs • Use evidence to decide if a plant is wind or insect pollinated • Observe and record the germination of a plant in real time

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility – caring for a plant to ensure it grows successfully Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Appreciating the biodiversity of life on Earth and its possible origins and evolution

Literacy/Reading/Numeracy	Careers
Keywords involved in plant reproduction e.g. stamen, stigma, carpel, anther, pollen, ovule	Botany, conservation, horticulture, plant breeding, farming, environmental science

How will this topic be assessed?
This unit will be assessed in the Main Year 8 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP 8

TERM 3

TITLE OF UNIT Unicellular organisms

(LENGTH)WEEKS 2

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • The differences between multicellular and unicellular organisms • How yeast behaves and its importance in the brewing and baking industries • Why protists are so important for the food chain • The role played by microbes in the spread of disease • The importance of decomposers 	<ul style="list-style-type: none"> • Identify unicellular organisms using keys and microscopy • Growing microorganisms using agar plates • An introduction to aseptic techniques

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility – treating microbes with respect and safety in mind Consideration Intellectual Curiosity – growth of microbes in the lab	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty – how these could be compromised in efforts to prevent the spread of disease	

Literacy/Reading/Numeracy	Careers
Estimating the numbers of bacteria in a given sample. Calculating the sizes of unicellular organisms in relation to animal cells.	Microbiologist, epidemiologist, brewing and baking industries, statistician.

How will this topic be assessed?
There will be a short test at the end of the topic. It will also be assessed in the End of Key Stage Assessment, which will take place in January of Year 9 along with other KS3 topics.

Scheme of Learning

SUBJECT: Science

YEAR GROUP: 8

TERM:1 (Autumn)

TITLE OF UNIT: 8E Combustion

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Identify the reactants and products in combustion reactions (incomplete and complete combustion). Explain the changes in mass that occur during oxidation reactions. Recognise hazard symbols for substances that are likely to cause fires. Use the idea of the 'fire triangle' to explain how to extinguish a fire and explain why different types of fire need to be put out in different ways. Explain how some pollutants are produced during combustion reactions and describe some of the problems that they may cause and how we can reduce their effects. Explain how human activity affects the levels of carbon dioxide in the atmosphere. Describe the greenhouse effect and how it is caused. 	<ul style="list-style-type: none"> Considering variables in an investigation and how to control them. Use word equations to describe combustion reactions. Compare the temperature rise of water when some fuels are burnt.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility - reducing the effects of greenhouse gases on the environment by evaluating the uses of different modes of transport. Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law – governments make legislation to persuade people to change their travel habits, to reduce the impact of pollution on the environment. Mutual Respect Individual Liberty	Social – reducing the burning of fossil fuels and consider the effect that this has on reducing asthma.

Literacy/Reading/Numeracy	Careers
Learning new vocabulary.	Firefighter/Fire risk analyst/Environmental Scientist/Air quality managers/engineers.

How will this topic be assessed?
This unit will be assessed in the Main year 8 Science assessment in January. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP 8

TERM 1

TITLE OF UNIT 8H Rocks

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Recall that the Earth consists of a core, mantle and crust. Describe how magma can be erupted to form volcanoes. Describe the effect of chemical weathering on rocks Appreciate the different timescales involved in different rock cycle processes, and give examples of fast and slow processes. 	<ul style="list-style-type: none"> Use the rock cycle model to link the formation of igneous, sedimentary and metamorphic rocks. Follow a method to grow crystals Perform simple tests to categorise rock samples

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Consideration – being aware that volcanic eruptions still cause many problems around the world spoiling crops, destroying homes and taking life. Responsibility – recycle metals to reduce the impact of mining on the environment. Intellectual curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Responsibility - We need to recycle smart phones, wind turbines and solar cells because they contain rare and expensive metals, which will form toxic compounds if we put them in landfill.

Literacy/Reading/Numeracy	Careers
Analyse cooling curves	Geologist/meteorologist/astronomer/chemist

How will this topic be assessed?
This unit will be assessed in the Main Year 8 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP

TERM 1

TITLE OF UNIT 8J Light

(LENGTH)WEEKS 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe the difference between even reflection and scattering, and recall the law of reflection. Use ray diagrams to explain the law of reflection and to describe the differences in light reflected from smooth and rough surfaces. Describe the characteristics of the image formed by a plane mirror and use ray diagrams to explain its formation. Identify the parts of the eye (including rods and cones) and state their functions. 	<ul style="list-style-type: none"> Planning an investigation, considering variables and how to control them Construct ray diagrams Use a protractor

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility -Take responsibility for protecting eyesight. Regular optician appointments. Consideration Intellectual curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Measure the angle of incidence, angle of refraction, angle of emergence and angle of reflection	Optician/photographer/lighting technician/medical physicist

How will this topic be assessed?
This unit will be assessed in either the January assessment or the assessment in May. This depends on the class. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP : 8

TERM 2

TITLE OF UNIT : Energy transfers

(LENGTH)WEEKS 5

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe how energy is transferred in conduction, convection and radiation. Evaluate ways of increasing or decreasing energy transfer by conduction, convection, radiation and evaporation. State the meaning of efficiency and recall some advantages of efficient appliances. Explain why power companies use the kWh as a measure of energy 	<ul style="list-style-type: none"> Analyse and evaluate investigations Calculate energy efficiencies Use data to evaluate methods of reducing carbon emissions. Use data to consider cost efficiency by calculating payback times

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Looking at ways of reducing energy use, for the benefit of society, by using good insulation.

Literacy/Reading/Numeracy	Careers
Use the formula relating power, energy and time (in W, J and s). Calculate percentages Compare percentages	Renewable energy engineer/energy provider/ development planner/ electrical service engineer/gas engineer/civil engineer

How will this topic be assessed?
This unit will be assessed in either the January assessment or the assessment in May. This depends on the class. This assessment will comprise of both long and short answer recall, application and analytical questions.

Scheme of Learning

SUBJECT Science

YEAR GROUP: 8

TERM 3

TITLE OF UNIT : 8L Earth and Space

(LENGTH)WEEKS 4

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> Describe differences in the seasons in terms of day length and the height of the Sun. Describe the model of the Solar system as described by Ptolemy and Copernicus. Describe the Earth's magnetic field and explain why a magnetic compass needle points north. Explain why the weight of an object changes if taken to the Moon, but not its mass. 	<ul style="list-style-type: none"> Understand how to use a scale to work out relative distances of planets from the sun Critically discuss the importance of space travel Compare the relative sizes and distances of objects in space.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration - Making comparisons and scientific arguments. Consideration. Thinking about others views and ideas and coming to conclusions based on that. Intellectual Curiosity - What else is out there in the universe?	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Discussion of the importance of space travel for technological advances/inspiring future scientists/economy.

Literacy/Reading/Numeracy	Careers
Calculation of weight from mass and gravitational field strength. Plotting graphs	Astronomer/Astrophysicist/meteorologist/astrobiology/engineer/pilot

How will this topic be assessed?
This unit will not be assessed although the teacher may decide to use exam questions throughout the unit to develop students understanding.

Useful Contacts

If you have any queries regarding a specific subject or department, please contact your child's class teacher who should be able to help. Should you require further information then it may be appropriate to contact the Head of Department using the details below.

Art:	S Bollard	s.bollard@allhallows.net
Computing:	C Rees	c.rees@allhallows.net
Design & Technology:	S Lewis	s.lewis@allhallows.net
Drama:	P Agyemang	p.agyemang@allhallows.net
English:	M Esho	m.esho@allhallows.net
Geography:	M Wojcik	m.wojcik@allhallows.net
History:	R Chaddock	r.chaddock@allhallows.net
Maths:	T Booth	t.booth@allhallows.net
MFL:	S Owen	s.owen@allhallows.net
Music:	R Fisher	r.fisher@allhallows.net
Physical Education:	T Ratcliffe	t.ratcliffe@allhallows.net
Religious Education:	L Fox	l.fox@allhallows.net
Science:	S Spreadborough	s.spreadborough@allhallows.net
Head of Key Stage 3	R Antrobus	r.antrobus@allhallows.net

