

Year 8 Art & Design

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
								New Term Starts	Y7 Ullswater	Data Day		Planning Day	
	<u>Cubism:</u> An introduction to Cubism & Y7 only	<u>Cubism:</u> An introduction to Cubism	<u>Cubism:</u> Georges Braque artist copy sketch	<u>Cubism:</u> Analytic Cubism and drawing	<u>Cubism:</u> Develop drawing through tone and texture	<u>Cubism:</u> Cubism and portraiture – looking at the work of others	<u>Cubism:</u> Cubist portrait artist copy	<u>Cubism:</u> Cubist portrait artist copy	<u>Cubism:</u> Creating a cubist portrait using photography and collage	<u>Cubism:</u> Creating a cubist portrait using photography and collage	<u>Cubism:</u> Drawing facial features - eyes	<u>Cubism:</u> How to create different textures – mark-making grid	<u>Cubism:</u> Sketching and planning Cubism main piece – grid method
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts						New term starts	Data Day		Planning Day	
	<u>Cubism:</u> Sketching and planning Cubism main piece – basic shapes	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Review and DIRT	<u>Me, myself and I:</u> Introduction to Chuck Close – written analysis	<u>Me, myself and I:</u> Reproducing Chuck Close's style	<u>Me, myself and I:</u> Reproducing Chuck Close's style	<u>Me, myself and I:</u> Colour blending using pencil crayons	<u>Me, myself and I:</u> Proportions of a human face	<u>Me, myself and I:</u> Tone and texture in portraiture	<u>Me, myself and I:</u> Using Chuck Close to create a self-portrait using Photoshop	<u>Me, myself and I:</u> Using Chuck Close to create a self-portrait using Photoshop
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
			New term starts						New term starts	Data Day		Planning Day	
	<u>Cubism:</u> Sketching and planning Cubism main piece – basic shapes	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Cubism main piece – tone, texture and accuracy	<u>Cubism:</u> Review and DIRT	<u>Me, myself and I:</u> Introduction to Chuck Close – written analysis	<u>Me, myself and I:</u> Reproducing Chuck Close's style	<u>Me, myself and I:</u> Reproducing Chuck Close's style	<u>Me, myself and I:</u> Colour blending using pencil crayons	<u>Me, myself and I:</u> Proportions of a human face	<u>Me, myself and I:</u> Tone and texture in portraiture	<u>Me, myself and I:</u> Using Chuck Close to create a self-portrait using Photoshop	<u>Me, myself and I:</u> Using Chuck Close to create a self-portrait using Photoshop

Year 8 Design Technology

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	INDUCTION								New Term Starts	Y7 Ullswater	Data Day		Planning Day
	06.09 Y12 & Y7 only	<u>Food:</u> Eatwell Guide and Energy Balance	<u>Food:</u> Diet through life / <i>Mini Carrot Cakes</i>	<u>Food:</u> Sustainability (farm assured) / <i>Mini meatballs in pitta</i>	<u>Food:</u> Food choice and multicultural food	<u>Food:</u> Costing and food waste/ <i>Enchiladas</i>	<u>Food:</u> Food Science / Gluten balls and Eggs Assessment	<u>Food:</u> Pastry Making and coagulation / <i>Vegetable Quiche</i>	<u>Food:</u> Food provenance (Fish) / <i>Tuna Pasta Bake</i>	<u>Food:</u> Food Provenance (Meats) / <i>Lasagne</i>	<u>Food:</u> Packaging and Labels	<u>Food:</u> Seasonal foods/Pear Marble Cake	<u>Food:</u> Developing a balanced meal for special dietary needs
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts						New term starts	Data Day		Planning Day	
	<u>Door Stop</u> Re-cap of health and safety in the textiles classroom	<u>Door Stop</u> Product analysis Artist research	<u>Door Stop</u> Design products based on a target market	<u>Door Stop</u> Textile techniques	<u>Door Stop</u> Learn about pattern	<u>Door Stop</u> Applique and embroidery	<u>Door Stop</u> Applique and embroidery	<u>Door Stop</u> Experiment with batik	<u>Door Stop</u> Construct a textile pattern	<u>Door Stop</u> Construct and complete textile pattern	<u>Door Stop</u> Manufacturing final product	<u>Door Stop</u> Final product	<u>Door Stop</u> Product analysis and evaluation
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts						Data Day Planning Day
	<u>Audio Amp:</u> Safety with equipment & technical drawing	<u>Audio Amp:</u> Developing skills / <i>Soldering</i>	<u>Audio Amp:</u> Assembling PCB	<u>Audio Amp:</u> Assembling PCB	<u>Audio Amp:</u> Developing ideas / <i>Design proposals</i>	<u>Audio Amp:</u> Developing ideas / <i>Testing materials</i>	<u>Audio Amp:</u> Developing ideas / <i>Working with Photoshop</i>	<u>Audio Amp:</u> Assemble amplifier – <i>Case & PCB</i>	<u>Audio Amp:</u> Assemble amplifier – <i>Case & PCB</i>	<u>Audio Amp:</u> Assemble amplifier – <i>Case & PCB</i>	<u>Audio Amp:</u> Nets and packaging	<u>Audio Amp:</u> Testing and evaluation / <i>ACCESS FM</i>	<u>Audio Amp:</u> Review lesson

Year 8 Drama

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
Cycle 1	Term 1								Term 2	Share Results	Data Day (23/11)	Y7 Expedition	
	Student Induction	Baseline Fame Monster- Exploring a theme –(Unit 1)	Fame Monster- Exploring a theme –(Unit 1) Still Image and thought tracking	Fame Monster- Exploring a theme –(Unit 1) Use of space and levels	Fame Monster- Exploring a theme –(Unit 1) Narration	Fame Monster- Exploring a theme –(Unit 1) Use of language and voice	Fame Monster- Exploring a theme –(Unit 1) Assessment	Fame Monster- Exploring a theme –(Unit 1) Reflection lesson	Fame Monster- Exploring a theme –(Unit 1) Role play	Fame Monster- Exploring a theme –(Unit 1) Review Use of movement	Fame Monster- Exploring a theme –(Unit 1) Cross cutting	Fame Monster- Exploring a theme –(Unit 1) Use of sound and music	Fame Monster- Exploring a theme –(Unit 1) Final performance
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
	Cycle 1 Expeditions		Term 3						Term 4				
	Pre Teaching script skills focus	Blood Brothers- Exploring a script- Unit 2 Epilogue	Blood Brothers- Exploring a script- Unit 2 Understanding character	Blood Brothers- Exploring a script- Unit 2 Monologue	Blood Brothers- Exploring a script- Unit 2 Assessment launch	Blood Brothers- Exploring a script- Unit 2 Preparing for assessment	Blood Brothers- Exploring a script- Unit 2 Assessment	Blood Brothers- Exploring a script- Unit 2 Understanding stage direction	Blood Brothers- Exploring a script- Unit 2 Exploring conflict	Blood Brothers- Exploring a script- Unit 2 Review Perform conflict scene	Blood Brothers- Exploring a script- Unit 2 Building tension	Blood Brothers- Exploring a script- Unit 2 Play ending- conclusion	Blood Brothers- Exploring a script- Unit 2 Musical exploration
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
	Cycle 2 Expeditions	Term 5					Term 6						
	Shakespeare in Context Audience	Shakespeare in Context Old Vs New	Shakespeare in Context Soliloquy	Shakespeare in Context Performing – tragedy Shakespeare	Shakespeare in Context Rehearsing – tragedy Shakespeare	Shakespeare in Context Rehearsing tragedy Shakespeare	Shakespeare in Context Performing Shakespeare- Assessment	Examinations Reflect and review	Examinations Reflect and review Launch silent movie mime	Performance Project- Unit 3 Silent movie- slapstick comedy	Review Silent movie character	Performance Project- Unit 3 Perform silent movie performances	End of Year Expeditions

Year 8 English

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
Cycle 1	INDUCTION						Assessment Paper 1, section A and B		Data input 7-10 & 12 Y11 & 13 mock week	Y7 Ullswater	Data Day Y11 & 13 data input		Planning Day
	INDUCTION Review Gothic holiday homework	Start Gothic Literature Context and conventions	Exploring a variety of texts pre C19th and modern texts Active reading Q1, 2	Exploring a variety of texts pre C19th and modern texts Active reading Q3, 4	Q5 Writing focus: AO5 & AO6 Paragraphing Punctuation basics Sentence structure Creative task based on extract	Writing focus: AO6 Paragraphing Punctuation basics Sentence structure Creative task based on extract		Feedback and DIRT work	Starting Frankenstein Character, plot and theme	Reading Frankenstein Writers' craft AO2	Writing focus: AO5 Planning Plot Handling character	Writing focus: AO6 Creative task based on text	Finish Drama text
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts			Y11 & 13 mock week	Assessment Paper 2, Section A Q1-3		New term starts Data input	Data Day		Planning Day	
	Class novel: <i>Pirates!</i> Introduction and context	Reading for meaning: understanding character, plot and theme	Reading focus: Structure Language	Exploring linked transactional text Finding evidence and synthesis skills	Reading the novel Transactional texts- analysing language and structure	Assessment preparation and practice		Feedback and DIRT work	Reading the novel continues Reading for meaning: understanding developments in character, plot and theme	Reading focus: Structure Language	Reading the novel	Writing focus: AO5 Planning Plot Handling character Creative task based on novel	Finish the class novel: Personal response
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts	EOY Assessments Paper 1 and 2	EOY Assessments Paper 1 and 2	Data input	Oxford trip		Data Day Planning Day
	Exploring viewpoints and writers ideas- Paper 2 Reading skills: Language	Reading skills: Synthesis	Reading skills: Comparison Transactional writing: AO5 Planning, understanding GAP	Transactional writing: Planning, understanding GAP	Transactional writing: AO6 skills Exploring WAGOLLS and practice	Revisit Paper 1 skills and approaches Active revision and practice	Revisit Paper 1 skills and approaches Active revision and practice			Unseen poetry anthology/ Narrative poems	Unseen poetry anthology/ Narrative poems	Unseen poetry anthology/ Narrative poems	Unseen poetry anthology/ Narrative poems

Year 8 Geography

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	INDUCTION								Data input 7-10 & 12 Y11 & 13 mock week	Y7 Ullswater	Data Day Y11 & 13 data input		Planning Day
	INDUCTION	Tropical Storms Characteristics and Location	Tropical Storms LIC Effects and Responses	Tropical Storms HIC Effects and Responses	Tropical Storms Monitoring, Planning and Prediction	C1 Revision (Climate, Tropical Ecosystems, Tropical Storms)	C1 Assessment	Settlement Site of a Settlement	Settlement Settlement Patterns	C1 Assessment DIRT & Planner Review	Settlement Bradford 1900 to 2017	Settlement Land use in HIC towns and cities	Settlement Migration to Bradford: past, present and future
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts			Y11 & 13 mock week			New term starts Data input	Data Day		Planning Day	
	Settlement Housing Crisis in Britain	Settlement Urban Problems in Bradford	Settlement Urban Problems in Lagos, Nigeria	Settlement Future Sustainable Cities	Settlement Spare / catch up / revision	Settlement Spare / catch up / revision	C2 Revision ((Y7 & Y8))	C2 Assessment	Map Skills Revision 4 and 6 figure grid references, straight line distance	C2 Assessment DIRT & Planner Review	Cold Environments Location of Cold Environments	Cold Environments Processes of Cold Environments	Cold Environments Malham Introduction
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts			Data input			Data Day Planning Day
	Cold Environments Malham	Cold Environments Human Uses of Cold Environments	Pre-Release DME: Malham	Pre-Release DME: Malham	Pre-Release DME: Malham	C3 Revision (Climate Change & Tropical Rainforests)	C3 Revision (Ecosystems, Settlement & Cold Environments)	C3 Assessment	Data Presentation Skills Graphs	C3 Assessment DIRT & Planner Review	Data Presentation Skills Maps	Catch up / spare	Catch up / spare

Year 8 History

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	Bank Hol 27.08							Term ends 19.10	Term starts 05.11 Data Input 7- 10, 12	Y7 Ullswater	Data Day Y11 & 13 Data Input		Planning Day
	Y12 & Y7 only 28.08 All scholars 29.08	Refresher: IR living conditions	Why were working conditions so poor?	Why didn't the government improve living and working conditions?	Did working conditions improve? Factory Acts	Did working conditions improve? Factory Acts	Revision	Assessment	What changes did Titus Salt make to living and working conditions?	Assessment Feedback and DIRT	Introduction: What was the triangular slave trade?	How were slaves captured and transported?	What can sources tell us about life on the plantations?
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
		Term ends 21.12	Term starts 07.01			Y11 & Y13 Mock Week		Term ends 15.02	Term starts 25.02 Data Input	Data Day		Planning Day	
	What were the pro- slavery arguments?	Why was slavery so hard to abolish? The role of Thomas Clarkson	Reviewing the role of Clarkson	How important was William Wilberforce?	Reviewing the role of Wilberforce and Equiano	How important were slave revolts in the abolition of the slave trade?	Assessment	Context: What were the causes of the First World War?	Assessment Feedback and DIRT	What were the causes of the First World War? CaOS	Why did some people join up in 1914?	Why did some people join up in 1914? Marking	What was it like to fight in the First World War? Life in the Trenches
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
	Term ends 05.04	Bank Hol 22.04 Term starts 23.04		May Day 06.05		Term ends 24.05	Term starts 03.06	Examinations	Examinations	Data Input			Oxford? London? Data & Planning Day
	What was it like to fight in the First World War? Historical Objects	How did the ending of the war affect people's lives? Suffragettes Marking	How significant was the First World War compared with other historical events? 18-marker	How significant was the First World War compared with other historical events? 18-marker	Revision DIRT on 18- marker	Assessment	Anti- Semitism throughout history	Assessment Feedback and DIRT	How did anti- Semitism developed throughout the 1930s?	Ghettos and concentratio n camps	WWII and The Final Solution	Who was to blame for the Holocaust?	Who was to blame for the Holocaust?

Year 8 Maths

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	INDUCTION								New Term Starts	Y7 Ullswater	Data Day		Planning Day
	INDUCTION	Algebra – solving	Algebra – Solving & rearranging	Algebra - Quadratics	Algebra - Inequalities	Algebra - Inequalities	Fractions Multiplying and dividing	Exam Prep	Assessment	DIRT	FDP conversions	Percentage of amounts	Percentage calculations
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts						New term starts	Data Day		Planning Day	
	Percentage calculations	Percentage calculations	Pythagoras	Pythagoras	Surface area	Surface area	Volume	Exam Prep	Assessment	DIRT	Volume	Plans & elevations	Estimating angles Constructions
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts						Data Day Planning Day
	Angle rules	Angle rules	Circles	Circles	Circles	Probability	Probability	Exam Prep	Assessment	DIRT	Probability	Sequences	Sequences

Year 8 Music

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
Cycle 1	INDUCTION								Data input 7-10 & 12 Y11 & 13 mock week	Y7 Ullswater	Data Day Y11 & 13 data input		Planning Day
	Student Induction	Baseline Baseline listening assessment	Ukulele 1 LI: To Learn the origins of the ukulele and to learn two chords on the ukulele	Ukulele 2 LI: To develop basic skills into a structured performance	Ukulele 3 LI: To formatively assess Ukulele skills and the class performance	Ukulele 4 LI: To learn two more chords and a new strumming patters	Assessment Ukulele 5 LI: To assess the work done in the Ukulele unit	Folk Music 1 LI: To understand what film music is	Folk Music2 LI: To begin to compose a piece of film music	Review Folk Music 3 LI: To record the start of our composition	Folk Music 4 LI: To act on any feedback given	Folk Music 5 LI: To continue to develop our folk music composition	Folk Music 6 LI: To focus on how to begin and finish our compositions
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts			Y11 & 13 mock week			New term starts Data input	Data Day		Planning Day	
	Folk Music 7 LI: To assess the work done in the film music composition	Film Music 1 LI: To learn how Leitmotif is used in film music	Film Music 2 LI: To embed skills from last week in a performance	Film Music 3 LI: To transfer skills acquired so far onto the Keyboard – Autonomous musicians	Film Music 4 LI: To embed skills from last week in a performance	Film Music 5 LI: To embed skills from last week in a performance	Assessment Film Music 6 LI: To assess the work done in the film music unit.	Reggae 1 LI: To understand what Reggae is	Reggae 2 LI: To perform the hook from 'three little birds'	Review Reggae 3 LI: To perform the offbeat chords in 'three little birds'	Reggae 4 LI: To perform the pink task	Reggae 5 LI: To assess the work done in the reggae unit	Pop Songs 1 LI: To understand what a 'riff' is
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts			Data input			Data Day Planning Day
	Pop Songs 2 LI: To choose the piece that you will be assessed on	Pop Songs 3 LI: To practice to play with accuracy and fluency	Pop Songs 4 LI: To record the work done so far in the pop music unit	Pop Songs 5 LI: To act on feedback given	Pop Songs 6 LI: To continue to prepare for cycle three assessment	Pop Songs 7 LI: To assess the work done in the pop unit.	4 chord song 1 LI: To understand what the 4 chord song is	Examinations 4 chord song 2 LI: To practice the 4 chord song on the keyboard	Examinations 4 chord song 3 LI: To work in groups to practice the 4 chord song	4 chord song 4 LI: To record the group work done so far	Review 4 chord song 5 LI: To work on feedback	4 chord song 6 LI: To assess and perform to the class	End of Year Expeditions

Year 8 Physical Education

Long Term Plan 2018-19



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	Term 1							Term 2					
	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Sports Hall Athletics/ Football	Volleyball/ Handball	Volleyball/ Handball	Volleyball/ Handball	Volleyball/ Handball
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
		Term 3						Term 4					
	Volleyball/ Handball	Volleyball/ Handball	Tag Rugby/ Gymnastics (flight)	Tag Rugby/ Gymnastics (flight)	Tag Rugby/ Gymnastics (flight)	Tag Rugby/ Gymnastics (flight)	Tag Rugby/ Gymnastics (flight)	Tag Rugby/ Gymnastics (flight)	Basketball/ HRE	Basketball/ HRE	Basketball/ HRE	Basketball/ HRE	Basketball/ HRE
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
							Term 6						
	Basketball/ HRE	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	Cricket/ Rounders	House Competitions	House Competitions	House Competitions

Year 8 RE

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
Cycle 1													
	Student Induction	Hinduism Is there a God? (Arguments for and against God existence)	Hinduism Is Hinduism monotheistic or polytheistic? (Brahman and Trimurti) Include some research task on gods and goddesses and the origins of Hinduism	Hinduism What is varna, ashrama and dharma?	Hinduism What happens when we die? (Theories on life after death – link to resurrection of Jesus)	Hinduism What do Hindus believe about reincarnation?	Assessment Hinduism	Hinduism How do Hindu's worship?	Hinduism Why was Mahatma Gandhi so inspirational?	Hinduism Review DIRT	Buddhism Why is the Buddha so important?	Buddhism What is enlightenment ?	Buddhism What are the different ways in which people suffer? Buddhist views
	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
Cycle 2													
	Buddhism Why do people suffer? (Ethical theories on suffering)	Buddhism Why do people suffer? Revision content and skills	Buddhism Assessment	Buddhism Can we stop people suffering? (4 Noble Truths)	Buddhism What is good and bad behaviour? (5 Moral Precepts)	Revision What is good and bad behaviour in Christianity? (10 Commandments)	Buddhism How do Buddhist worship? Shrines and meditation	Buddhism DIRT Re-teach Pre-teach	Buddhism <i>Review Lesson</i> <i>Hinduism Glossary and overview</i>	Ethics How do we make decisions?	Ethics What is meant by the sanctity of life?	Ethics What is capital punishment?	
	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
Cycle 3													
	Ethics Why do Muslims and Christians have different views on capital punishment?	Ethics Can capital punishment ever be right?	Ethics Can capital punishment ever be right?	Revision Lesson Y7 & Y8	Cycle 3 Assessment	Holocaust What led to the Holocaust?	Holocaust Did the Jewish people have human rights in the ghetto?	Examinations OR Cycle 3 DIRT	Examinations OR Cycle 3 DIRT	Holocaust Why did God allow people to experience such suffering?	Holocaust Who is to blame for the holocaust?	Holocaust What should we learn from the Holocaust?	End of Year Expeditions

Year 8 Science

Long Term Plan 2018-19

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
Cycle 1	INDUCTION								Data input 7-10 & 12 Y11 & 13 mock week	Y7 Ullswater	Data Day Y11 & 13 data input		Planning Day
	Induction week	Particles: a, e + simple reactions 1. Particle model review 2. Atoms and elements 3. P table patterns 4. A,E,C + M	5. Naming compounds 6. Phys and chem changes 7. Acids and metals 8. Conservation of mass	9. Indicators 10. Neutralisation 11. DIRT 12. Assessment	Cells: Material cycles	Cells: Material cycles	Assessment	DIRT	Cells: Material cycles	Cells: Material cycles	Cells: Material cycles	Cells: Material cycles	Cells: Material cycles
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
			New term starts			Y11 & 13 mock week			New term starts Data input	Data Day		Planning Day	
	Energy: Electricity and magnetism	Energy: Electricity and magnetism	Energy: Electricity and magnetism	Energy: Electricity and magnetism	Energy: Heat and calculations	Energy: Heat and calculations	Assessment	DIRT	SKILLS: Full investigation DIRT – Draft and re-draft	Particles: Complex reactions	Particles: Complex reactions	Particles: Complex reactions	SKILLS: Full investigation DIRT – Draft and re-draft
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
		New term starts					New term starts			Data input			Data Day Planning Day
	Cells: Evolution	Cells: Evolution	Cells: Interdependencies	Forces: Solar system	Forces: Solar system	Forces: Solar system	Forces: Levers, moments and pressure	Forces: Levers, moments and pressure	Assessment 1 Revision	Assessment 2 Revision	DIRT	SKILLS: Full investigation	

Year 8 Spanish

Long Term Plan 2018-19



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 27/08	W/C 03/09	W/C 10/09	W/C 17/09	W/C 24/09	W/C 01/10	W/C 08/10	W/C 015/10	W/C 05/11	W/C 12/11	W/C 19/11	W/C 26/11	W/C 03/12
	Term 1							Term 2	Data Input 1 (09/11)	Share Results	Data Day (23/11)	Y7 Expedition	
	Student Induction	Topic 1: My town	Topic 1:	Topic 1:	Topic 1:	Topic 1:	Assessment Reading, writing, listening	Topic 2: La gente	Topic 2:	Review of Cycle 1.	Topic 2:	Topic 2:	Topic 2:
Cycle 2	W/C 10/12	W/C 17/12	W/C 07/01	W/C 14/01	W/C 21/01	W/C 28/01	W/C 04/02	W/C 11/02	W/C 25/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 25/03
	Cycle 1 Expeditions	Term 3						Term 4					
	Topic 2: CREATIVE CHALLENGE:	Cultural learning. – La Navidad en España	Topic 3: Vamos a salir	Topic 3	Topic 3	Topic 3	Topic 3	Assessment Listening Reading Writing speaking	Topic 3	Review of Cycle 2	Topic 4: Las vacaciones	Topic 4:	Topic 4:
Cycle 3	W/C 01/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
	Cycle 2 Expeditions						Term 6						End of Year Expeditions
	Topic 4:	Topic 4:	Topic 4:	Topic 4:	Topic 4:	Topic 4: CREATICE CHALLENGE	C3 Speaking assessment Topic 4:	C3 Listening, reading and writing assessment	Review Topic 5: La comida	Topic 5:	Topic 5:	Topic 5:	