



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 8 Curriculum and Assessment Guidance for Pupils and Parents

2017 - 2018

Nurturing today's young people,
inspiring tomorrow's leaders.

Summary

Our aim at Eden Boys School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

This summer, the reformed GCSEs in the new 9-1 grading were taken by pupils in English Language, English Literature and maths. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. These GCSE courses will have much more content and longer, tougher exams. They will also no longer be graded using the A*-G system. Instead, a new system of grading with numbers will be used.

In addition, the Government is making it harder to achieve a 'good pass' – so you will need to get more marks to achieve the new Grade '5' – which replaces the old Grade 'C'.

As a result of these changes to GCSEs, last year we introduced a new grading system for all pupils – from Year 7 to Year 11. These new grades will have Grade '9' as the highest grade and Grade '1' as the lowest grade. The new grades will be used to:

- Set targets in every subject.
- Assess and grade your work in classwork, homework and in regular tests.
- Report on your progress in the report cards we send home every half-term.

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'good pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'good pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'good pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'good pass' in the new GCSEs. As a result, the number of pupils nationally who achieve a 'good pass' is expected to drop. At our school, we will be working hard so that all pupils can aim to achieve at least a grade '5' in their GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

How will the new grading system affect each year group?

Last year, we are also introduced a new single grading system for all pupils. The information below explains how the new single grading system applies in Year 8.

How the Grading System Works in Year 8

- 9-1 grades are used – the highest possible grade is a Grade '5'.
- Sub-grades a, b, c are used, so the highest possible grade in Year 8 is '5a' and the lowest is '1c'.
- In each subject, a target is set for the end of the year.
- For each subject, the half-termly report card will predict what the pupil will achieve at the end of the year.
- At the end of Year 8, a pupil of average ability should achieve Grade '3b'. A pupil achieving a Grade '3b' is on course for a Grade '5' at the end of their GCSE.
- At the end of Year 8, a pupil of high ability would achieve Grade '4a' or above.

What grade is expected at the end of each year?

Based on your primary school results, progress in the previous year and overall ability level, you will be set a challenging target for each subject at the start of the year.

In Year 8, you will be set a target for the end of the year.

The chart below shows how you should progress during Year 7 and Year 8 – to achieve success in your GCSEs.

End of KS2 Level (OLD)			Y7 Starting Grade (NEW)	Y7 Target Grade	Y8 Target Grade	'Old' GCSE Target	'New' GCSE Target (Y9+)
Reading	Maths	R&M Ave					
119	113	116	4c	4a	5b	Secure A*	9
115	111	113	3a	4b	5c	A/A*	8
109	109	109	3b	4c	4a	Mid A	7
103	106	104.5	3c	3a	4b	Low A	7
100	103	101.5	2a	3b	4c	High B	6
97	100	98.5	2b	3c	3a	Secure B	6
93	95	94	2c	2a	3b	Low B	5
87	91	89.5	1a	2b	3c	High C	5
86	88	87	1b	2c	2a	Mid C	4
85	85	85	1c	1a	2b	Low C	4
80	80	80	-	1b	2c	D	3

How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the year.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the year.
- The predicted grade** – this is the grade your teacher thinks you will achieve in the subject at the end of the year (based on your current progress).
- These grades will use the new 9-1 grading system.

Year 8

Learning Journey in:

English

Mathematics

Science

Arabic

French

History

Geography

Computer Science

Religious Education

Art

PE

*Please note the long term plans are subject to change.

English Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (6 wks)	Summer One (6 wks)	Summer Two (7 wks)
Key Skills	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Reading: AO1, AO2, AO3, AO4 AO1 – Quotations AO2 – writer’s use of language & structure AO3 – Context AO4 – Vocab	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Reading: AO1, AO2, AO3, AO4 AO1 – selecting information AO2 – writer’s use of language & structure AO3 – Comparison of writers’ ideas AO4 – Critical analysis	Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG	Spoken Language: AO7, AO8, AO9 Presentation and Q&A
Key Content	Harry Potter (W)	Romanticism Poetry (R)	19th century novel – Great Expectations (W)	Exam Preparation: non-fiction Q1-4 (R)	Exam Preparation: non-fiction Q5 (W)	Shakespeare – Macbeth (SL)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Democracy – poetry, recognising poverty, themes in short stories Freedom of religion - poetry The rule of law – in war – through poetry Freedom of choice – freedom of expression Freedom of thought – poetry and short stories Freedom of association – themes Freedom of speech - Tolerance and respect – in war Social responsibility – propaganda, recognising poverty Fairness – London, people in position of power Liberty – People in position of power Equality for all – people in position of power	Democracy – through extracts The rule of law – Lower class unable to move up status regardless of wealth and means, must seek revenge, downfall Pip Freedom of choice – Choice to seek an education, or lack of, Pip’s choices as he gains wealth Freedom of religion – through extracts Freedom of speech - through extracts Freedom of thought – GE Freedom of association – Pip, Miss Havisham and Estella have freedom of association, but freedom is warped. Social responsibility – To become educated Equality for all – not apparent – lack of Tolerance and respect – through extracts Fairness – through extracts Liberty – through extracts Equality for all - through extracts	Democracy – Power comes from those with status The rule of the law – heir to the throne Freedom of choice – Macbeth and LM choose to kill King Duncan Freedom of thought – unapparent – they feel like they do but the witches create thoughts Tolerance and respect – Banquo and Macbeth’s friendship suffers			

English Long Term Plan | Year 8 | 2017-18

Key Assessment Objectives and Suggested Assessments	<p>Homework MP1: Writing Task - Descriptive/Narrative (not graded)</p> <p>MP1: Writing Task - Descriptive/Narrative (not graded)</p> <p>MP2: Writing Task - Descriptive/Narrative (not graded)</p> <p>End Assessment: Writing - Descriptive/ Narrative question: AO5, AO6 (graded)</p>	<p>Homework MP1: Reading Task - poetry (not graded)</p> <p>MP1: Reading Task - poetry (not graded)</p> <p>MP2: Reading Task - poetry (not graded)</p> <p>End Assessment: Reading - Poetry based question: AO1, AO2, AO3, AO4 (graded)</p>	<p>Homework MP1: Writing Task -Non-fiction (not graded)</p> <p>MP1: Writing Task -Non-fiction (not graded)</p> <p>MP2: Writing Task - Non-fiction (not graded)</p> <p>End Assessment: Writing - Non-fiction question: AO5, AO6 (graded)</p>	<p>Homework MP1: Reading -Language practice question (not graded)</p> <p>MP1: Reading -Language practice question (not graded)</p> <p>MP2: Reading -Language practice question (not graded)</p> <p>End Assessment: Reading Paper: AO1,, AO2, AO3, AO4 (graded)</p>	<p>Homework MP1: Writing - Language Practice question (not graded)</p> <p>MP1: Writing -Language practice question (not graded)</p> <p>MP2: Writing -Language practice question (not graded)</p> <p>End Assessment: Writing Paper: AO5, AO6 (graded)</p>	<p>Homework MP1: Spoken Language - Presentation task (not graded)</p> <p>MP1: Reading practice question (not graded)</p> <p>MP2: Reading practice question (not graded)</p> <p>End Assessment: Spoken Language – Presentation task: AO7, AO8, AO9 (graded)</p>
Suggested Assessment	<p>Descriptive or Narrative Writing Task</p>	<p>Poetry based question</p>	<p>Writing to present a viewpoint writing task</p>	<p>English Language, Paper 2, Reading Section</p>	<p>English Language, Paper 2, Writing Section</p>	<p>Paired presentations Critical analysis of play/ Drama</p>
<p>Websites to help my learning: http://www.bbc.co.uk/schools/ks3bitesize/English/ http://www.englishbiz.co.uk/ www.bbc.co.uk/news http://www.channel4learning.com/support/websites/english.html http://www.channel4learning.com/sites/waywithwords/index.html</p>				<p>Visits to places that can help my learning: Plays – theatre Sporting events Libraries</p>		

Mathematics Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	N1 Number G1 Geometry	A1 Algebra A2 Algebra	N2 Number G2 Geometry	A3 Algebra	N3 Number N4 Number	S1 Data Handling
Key Content	N1 Number Properties & Calculations G1 Shapes, Area & Volume	A1 Expressions & Equations A2 Real-Life Graphs	N2 Decimals & Ratio G2 Lines & Angles	A3 Straight-line Graphs	N3 Calculating with Fractions N4 Percentages, Decimals & Fractions	S1 Statistics, Graphs & Charts
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Use of different number systems; Roman Numerals. Scholars e.g. Al-Khwarizmi, Diophantus		Use of ratio & scale in real life; in sport, cycling; map reading. Identification of 3D shapes in buildings from different cultures. Use of symmetry in cultural and religious patterns.		Financial decision making, coping with less income, consequences of debt. Discussions on the use and misuse of data.	
Key Assessment Objectives and Suggested Assessments	Half-term test - N1	End-of-term test (Cumulative) - N1, G1 & A1	Half-term test (Cumulative) - N1, G1, A1, A2 & N2	End-of-term test (Cumulative) - N1, G1, A1, A2, N2 & G2	EOY exam	Half-term test (Cumulative) - N1, G1, A1, A2, N2, G2, A3, N3, N4 & S1
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Science Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Scientific enquiry, techniques & procedures	Critical thinking	Mathematical calculations & data analysis	Develop and improve experimental procedures	Make judgements & draw conclusions	Scientific enquiry, techniques & procedures
Key Content	<p>Atoms and elements - states of matter, bonding, properties,</p> <p>Health and lifestyle - Nutrients, food tests, diet, digestive system, drugs, alcohol, smoking.</p>	<p>The Periodic table - groups, periods, metals/ non-metals, Groups 1,7,& 0.</p> <p>Adaptation & inheritance - competition, adaptation, predator/ prey relationship, variation, natural selection, extinction.</p>	<p>Electricity & Magnetism - static electricity, circuits, current, series & parallel, resistance, magnets, magnetic fields, electromagnets.</p> <p>Separation techniques - solubility, filtration, distillation, chromatography, evaporation.</p>	<p>Ecosystem processes - leaves, photosynthesis, respiration, food chains/ food webs.</p> <p>The Earth – The atmosphere, sedimentary rocks, Metamorphic rocks, Igneous rocks, Carbon cycle, recycling.</p>	<p>Metals and acids - Reactions of metals, displacement, extraction, ceramics, polymers, composites.</p> <p>Revision</p>	<p>Energy - Food, fuels, temperature, radiation, energy resources, power, machines.</p> <p>Motion and pressure - Speed, motion graphs, turning forces, pressure.</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC – Cultural & social aspects relating to a healthy diet FBV – Freedom of choice		SMSC - Spiritual & social implication of clean water		SMSC – Issues around genetics and their implications FBV - Social responsibility, equality to all	
Key Assessment Objectives and Suggested Assessments	End of unit summative test on Atoms and Elements & Health & Lifestyle.	End of unit summative test on The periodic table and Adaptation & inheritance as well as all other previous topics.	End of unit summative test on Electricity & Magnetism and Separation techniques as well as all other previous topics.	End of unit summative test on Ecosystem processes and The Earth as well as all other previous topics.	EOY EXAM A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions on all the topics covered.	End of unit summative test On Energy Motion and pressure as well as all other previous topics
There will be a mixture of different question styles, including multiple choice questions, short answer questions, calculations and open response questions.						
Websites that can help my learning: http://www.bbc.co.uk/education www.s-cool.co.uk http://www.docbrown.info/ks3science.htm				Visits to places that can help my learning: MOSI (Museum of Science and Industry) MAGNA Science Adventure Centre Jodrell Bank Discovery Centre		

Arabic Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Vocabulary memorisation Understanding of written and spoken content Use of adjectives to enhance writing.	Vocabulary memorisation Understanding of written and spoken content Expressing opinions and comparing both educational systems.	Vocabulary memorisation Understanding of written and spoken content Production of more complex sentences using connectives to extend them.	Vocabulary memorisation Understanding of written and spoken content Expressing complex opinions using different languages device and structures.	Vocabulary memorisation Understanding of written and spoken content Producing extend writing using: • Tenses • Connectives • Sophisticated vocabulary	Vocabulary memorisation Understanding of written and spoken content Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures.
Key Content	Myself, Family & Home – extended	School	Festivals	Shopping	Hobbies & Sport	Weather
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Community life in and outside family. Values of solidarity within family and community. Cultural differences between Arab and British education system.		Discovering festivals in the Arab world Typical Arab markets Preserving environment through avoiding wasting (consuming responsibly)		Community cohesion, living together Values of respect and tolerance through sports	
Key Assessment Objectives and Suggested Assessments	Listening and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions Questions set and responded to in English Reading and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions Three questions set in the target language*, requiring multiple-choice or one-word responses A short translation Engaging and age-relevant texts set in the culture of the target language country. 	Writing <ul style="list-style-type: none"> A choice of questions at both tiers that encourage spontaneity and creativity 3 open-response tasks (includes 1 cross-over task) and 1 translation. 	Listening and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions Questions set and responded to in English Reading and understanding <ul style="list-style-type: none"> Multiple-response and short answer open-response questions Three questions set in the target language*, requiring multiple-choice or one-word responses A short translation Engaging and age-relevant texts set in the culture of the target language country. 	Writing <ul style="list-style-type: none"> A choice of questions at both tiers that encourage spontaneity and creativity 3 open-response tasks (includes 1 cross-over task) and 1 translation. 	EOY exam Listening and understanding The exam will follow the model of Autumn 1 Reading and understanding The exam will follow the model of Autumn 1 Writing The exam will follow the model of Autumn 2	Speaking <ul style="list-style-type: none"> Pupils will be assessed through 3 tasks: a role play, questions based on a picture stimulus, and a conversation. Mark schemes reward candidates for their ability to produce unrehearsed and spontaneous answers.
Websites that can help my learning: https://www.memrise.com/				Visits to places that can help my learning: Trip to Morocco		

French Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Vocabulary memorisation Understanding of written and spoken content Use of adjectives and extended opinions to enhance writing.	Vocabulary memorisation Understanding of written and spoken content Producing extend writing using: <ul style="list-style-type: none"> Tenses Connectives Sophisticated vocabulary 	Vocabulary memorisation Understanding of written and spoken content Production of more complex sentences using connectives to extend them.	Vocabulary memorisation Understanding of written and spoken content Expressing complex opinions using different languages device and structures	Vocabulary memorisation Understanding of written and spoken content Producing extend writing using: <ul style="list-style-type: none"> Tenses Connectives Sophisticated vocabulary 	Vocabulary memorisation Understanding of written and spoken content Developing oral skills in order to communicate content clearly and accurately applying grammar and language structures
Key Content	Life at school/college	Travel and tourism	Education post-16	Social issues Healthy/unhealthy living	Marriage/partnership	Technology in everyday life <ul style="list-style-type: none"> Social media Mobile technology
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Community life in and outside family. Values of solidarity within family and community.		Cultural differences between French and British education system Tolerance and respect; Fairness; Liberty; social responsibility; and equality for all		Community cohesion, living together Values of respect and tolerance. Wise use of technology	
Key Assessment Objectives and Suggested Assessments	Reading and Listening Reading: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally Section C – Translation from French into English (a minimum of 15) Listening: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally	Writing Question 1 – message (pupil produces four sentences in response to a photo) Question 2 – short passage (pupil writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) Question 3 – translation from English into French (minimum 35 words) Question 4 – structured writing task (pupil responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions	Reading and Listening Reading: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally Section C – Translation from French into English (a minimum of 15) Listening: Section A – Questions in English, to be answered in English or non-verbally Section B – Questions in French, to be answered in French or non-verbally	Writing Question 1 – message (pupil produces four sentences in response to a photo) Question 2 – short passage (pupil writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) Question 3 – translation from English into French (minimum 35 words) Question 4 – structured writing task (pupil responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions	EOY exam Reading and Listening / Writing TBC It will be a combination of a Reading / Listening paper and a Writing paper. Reading and Listening paper to follow the same format as in AUT 1 and SP 2. Writing paper to follow the same format as in AUT 1 and SP 2.	Speaking The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: <ul style="list-style-type: none"> Role-play – (1 minutes) Photo card – (1 minutes) General conversation (3 minutes)
Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french/ http://www.linguascope.com https://www.memrise.com/				Visits to places that can help my learning: Alliance Française at the French Embassy Trip to France		

History Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Change and continuity Source utility	Causation Change and continuity	Causation Interpretations of an historical figure Key features of a historical event	Interpretations of an historical event Key features of a historical event	Source Analysis Source utility	Change and continuity Measuring Significance
Key Content	The Triangular Trade	The Industrial Revolution	WWI	Suffragettes and Interwar Years	20th Century: WWII	20th Century: Holocaust and Civil Rights
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Freedom of choice Tolerance and respect		Democracy and the rule of Law		Freedom of Choice Tolerance and Respect	
Key Assessment Objectives and Suggested Assessments	AO3: Source Evaluation AO1: Key Features of an event/ period Series of questions testing knowledge of slave trade in 17th & 18th Centuries & How useful is Source A to a historian investigating...? (8)	AO2: Causation or Significance Essay question testing pupil knowledge of causes/ consequences of the Industrial revolution	AO4: Interpretation Essay question examining knowledge of how and why interpretations of people change over time	AO4: Interpretations AO3: Source Evaluation Essay question examining knowledge of how and why interpretations of events change over time	EOY exam	AO3: Source utility How useful is Source A to a historian investigating...? (8)
Websites that can help my learning: Holocaust KS3 educational sites: http://www.bbc.co.uk/bitesize/ks3/history/20th_century/holocaust/revision/1/ http://www.theholocaustexplained.org/?gclid=EAlalQobChMlyNuLo56B1gIVzr_tCh1cBQjAEAMYASAAEgJAwvD_BwE BBC Bitesize History KS3: http://www.bbc.co.uk/education/subjects/zk26n39 School History: https://schoolhistory.co.uk/ History Learning Site: http://www.historylearningsite.co.uk				Visits to places that can help my learning: International Slavery and Maritime Museum- Liverpool Harris Museum Preston Lancashire Infantry Museum, Fulwood Barracks, Preston Auschwitz-Birkenau- Poland		

Geography Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)	
Key Concepts	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity
Themes	Population	Weather and Climate	Coast	Restless Planet	Tropical Rainforest	Brazil	
Speaking And Listening Whole School Focus	Use of Standard English		Discussion		Presentation		
Spiritual, Moral, Social And Cultural Theme (SMSC)	People on Earth, power of the natural		Power of the natural, Life in extreme environments		Sustainability, Different cultures, Ethics and trade		
Key Assessment Objectives and Suggested Assessments	Assessment will be end of unit test. APP feedback	Assessment and app feedback.	End of unit test	Assessment will be end of unit test. APP feedback	EOY exam	Project based assessment with clear success criteria. Enquiry.	
Websites that can help my learning: www.geography.learnontheinternet.co.uk/ks3/index.html www.georesources.co.uk www.bbc.co.uk/schools/bitesize/geography/				Visits to places that can help my learning: Formby Sand Dunes			

Computer Science Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	<ul style="list-style-type: none"> Computational Logic Algorithms 	<ul style="list-style-type: none"> Programming Techniques Data Representation 	<ul style="list-style-type: none"> Computer Memory and Storage Moral, Legal, Cultural & Environmental Concerns 	<ul style="list-style-type: none"> Computer Hardware Computer Software 	<ul style="list-style-type: none"> Programming Project 	
Key Content	<ul style="list-style-type: none"> boolean logic boolean operators arithmetic operations computational thinking binary/denary numbers flow charts 	<ul style="list-style-type: none"> variables input, output and storage of data sequence selection iteration operators comments units of computer memory data structure and data compression 	<ul style="list-style-type: none"> primary storage secondary storage moral issues legal issues environmental issues open source and propriety software computer science legislation 	<ul style="list-style-type: none"> components of a computer internal components of a computer and their function peripherals and their function operating systems system software types of utility software in different contexts types of application software in different contexts 	<ul style="list-style-type: none"> Identify and use variables, operators, inputs, outputs and assignments Understand and use the three basic programming constructs used to control the flow or a program (sequence, selection, iteration) understand and use basic string manipulation use different types of data (integer, boolean, real numbers, text, character and string) define and use arrays as appropriate when solving problems 	<ul style="list-style-type: none"> Pathway 1: GCSE Pathway 2: BTEC
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	By challenging the pupils to use their intelligence and knowledge of Computing, pupils are given a variety of lessons that focus on breaking down problems and finding solutions that focus on programming an algorithms.		Pupils consider the environmental and ethical impact of technology.		Pupils are taught to complete socially acceptable and approved work which may be seen as the norm for most employers.	
Key Assessment Objectives and Suggested Assessments	AO2 Baseline assesment Paper2 test 1	AO2 Paper2 test 2	AO1 Paper1 test 2	AO1 Paper1 test 1	AO3 Programming Project	
Websites that can help my learning: https://www.khanacademy.org https://www.codecademy.com https://codecombat.com				Visits to places that can help my learning: Bletchley Park (Milton Keynes) The National Museum of Computing (Milton Keynes) Centre for Computing History (Cambridge) Museum of Science and Industry (Manchester)		

Religious Studies Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Describe and explain religious belief and practice.	Describe and explain the significance and impact of different ways of life and ways of expressing meaning. Make links between different beliefs, teachings, and sources.	Describe and explain the significance and impact of different ways of life and ways of expressing meaning. Make links between different beliefs, teachings, and sources. Evaluate aspects of religion and belief including their significance and influence.	Compare and Contrast religious belief and practice. Analyse how different beliefs, teachings and sources are connected to believers' lives.	Express personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Express personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
Key Content	Places of Worship How do believers express faith?	Rites of Passage How do believers express faith?	Rites of Passage How do believers express faith?	Religious Festivals How do believers express faith?	Revision and Gap Fill Prejudice and Discrimination	Prejudice and Discrimination
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring World Religions Equality for all Tolerance and Respect		Exploring World Religions Equality for all Tolerance and Respect		Freedom of Religion and Expression Moral and Social Responsibilities Equality for all Tolerance and Respect	
Key Assessment Objectives and Suggested Assessments	AT 1 Learning about religion & AT 2 Learning from religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AT 1 Learning about religion & AT 2 Learning from religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AT 1 Learning about religion & AT 2 Learning from religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AT 1 Learning about religion & AT 2 Learning from religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	EOY Exam	AT 1 Learning about religion & AT 2 Learning from religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.
Websites that can help my learning: http://www.bbc.co.uk/education/subjects/zh3rkqt https://www.truetube.co.uk/ http://request.org.uk/ https://goffrs.com/ http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies				Visits to places that can help my learning: Places of Worship My community and other religious communities		

PSHE Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Understanding and assessing different methods of governance.	Understanding how the British Economy works and how financial choices can affect oneself and others.	Assessing and Managing risks to health. Recognising and managing emotions.	Assessing and managing risk. Identifying and accessing help, advice and support.	Respecting equality and being a productive member of a diverse community.	Understanding and managing physical and emotional changes. Making informed choices about health and wellbeing.
Key Content	School Council Politics	The British Economy	Emotional Well being	New Media including Social Media	Different People	Growing Up
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Demonstrates what it means to be an ethical consumer. Discuss spiritual guidance on debt and money management. Become more aware ethical issues surrounding interest rates. Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Recognise the importance of understanding different types of emotions. Developing an attitude of resilience. Using spiritual guidance to better deal with emotional issues. Recognise the cultural impact of the role of the media and New Media. Tolerance & respect; Freedom of speech; Liberty; Fairness; Social Responsibility.		Be aware of organisations that promote safety of young people. Taking action to promote an organisation. Tolerance & respect; The Rule of the Law; Liberty; Fairness, Freedom of Association; Democracy, Social Responsibility; Rule of Law; Fairness.	
Key Assessment Objectives and Suggested Assessments	Short and extended answers on politics	Test on how the British Economy works.	Role Play on the importance of understanding emotions	Case study: social media good or bad debate	Group role play on the importance of getting on with different people	Response to a problem page entry on the issue of change.
Websites that can help my learning: www.bbc.co.uk/news, www.nhs.uk/ www.childline.org.uk, www.parliament.uk/education				Visits to places that can help my learning: Outreach visit from Education Parliament Local Community Link Centre		

Art Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
						
Key Skills	<ul style="list-style-type: none"> • Pattern work • Mark making • Colour work • 3D mask construction • Painting 	<ul style="list-style-type: none"> • Planning • Understanding of symbols. • Pattern work 	<ul style="list-style-type: none"> • Drawing skills • Illustration • Story telling • Literacy • Tonal work 	<ul style="list-style-type: none"> • 3D work • Painting • Dexterity • Measurements 	<ul style="list-style-type: none"> • Painting • Composition • Colour blending • Chalk and charcoal 	<ul style="list-style-type: none"> • Intricate knot work • Planning • Pencil • Tone • Colour blending
Key Content	<ul style="list-style-type: none"> • African Masks • How to create masks using a range of materials. • Pupils will be provided with examples of shapes and marks and will use these to decorate their masks 	<ul style="list-style-type: none"> • Native America • Pupils will learn that Native Americans used totem poles to tell people information about their families. • Story telling. 	<ul style="list-style-type: none"> • Ancient Greek • Observational drawing • Pupils will be provided with Greek myths and legends which they will illustrate. 	<ul style="list-style-type: none"> • Ancient Egypt • Cardboard relief of Egyptian hieroglyphs and imagery. 	<ul style="list-style-type: none"> • Prehistoric art • Animals drawn in a simplified way. • Colour blending and composition of work in the style of cave artists. 	<ul style="list-style-type: none"> • Celtic Knots • Pupils will design their own illuminated letter using Celtic knots and patters to decorate and add detail to it.
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Pupils will learn about the Plank masks of Burkina Faso, what they represent and how they were made.</p> <p>Pupils will identify qualities in their own families e.g. power, knowledge, caring etc to create totem poles that represent them.</p>		<p>Trip to Liverpool world museum.</p> <p>Pupils will expand their knowledge and understanding of different cultures and artwork.</p>		<p>Pupils will look at how past art told stories of our past.</p> <p>Pupils will study examples of British metalwork and will discuss who would own such pieces and why.</p>	
Key Assessment Objectives and Suggested Assessments	<p>Homework to research different types of masks and explain what they were used for.</p> <p>Annotation/researching cultures.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece – 3D sculpture, plank mask, painted.</p>	<p>Homework to explain What animal represents them and why.</p> <p>Annotation/researching cultures.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece – Large drawing or painting of their final totem pole design</p>	<p>Homework to research Greek mythology and find images for their favourite story.</p> <p>Annotation/researching cultures.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece – Detailed drawing of a mythical creature.</p>	<p>Homework to write a message to me in Hieroglyphics.</p> <p>Annotation/researching cultures.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece – Card relief of Egyptian image.</p>	<p>EOY exam</p> <p>Demonstration of skills learnt and cultures studied.</p> <p>Homework to complete a revision sheet.</p> <p>Assessed final piece of work – prepared sheet and painted work in the style of prehistoric artists.</p>	<p>Homework to complete a sheet copying a series of Celtic knots.</p> <p>Ongoing sketchbook assessment and feedback.</p> <p>Assessed final piece – Pencil drawing of their illuminated initials.</p>
Websites that can help my learning:				Visits to places that can help my learning:		
<p>https://www.youtube.com/watch?v=MNIv6Edc1eI</p>				<p>Liverpool Word Museum</p>		

PE Long Term Plan | Year 8 | 2017-18

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (5 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (7 wks)
Key Skills	Learn to Outwit – Competence	Learn to Outwit - Competence	Learn to be Healthy – Healthy, active lifestyles	Net/wall games	Net/wall games	Competence
Key Content	Football	Basketball	Health Related Fitness	Table Tennis	Badminton	Cricket
Themes	Competitive Team Sports (Invasion)	Competitive Team Sports (Invasion)	Exercise for Living	An introduction to new activities	Lifelong participation	Striking & Fielding
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.		The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives.		Understanding the consequences of your actions.	
Key Assessment Objectives and Suggested Assessments	Assessment Focus: Keeping possession	Assessment Focus: Outwitting your opponent	Assessment Focus: Plan a Health & Fitness programme for personal use.	Assessment Focus: Introduction to the basic strokes in table tennis of push and drive.	Assessment Focus: Using a range of shots to outwit your opponent.	Assessment focus: Sending and receiving skills using implements and without.
Websites that can help my learning: www.bbc.co.uk/sportacademy www.skysports.com www.sportengland.org www.thefa.com www.ecb.co.uk www.london2012.com				Visits to places that can help my learning: Sports Stadiums Professional Sporting Events Sports Museums		

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