



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 8 Curriculum and Assessment Guidance for Pupils and Parents

2019 - 2020

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 was the third year of the reformed 9 - 1 in English Language, English Literature, mathematics and the second year of the reformed 9 - 1 GCSEs in geography, history, French, science and computer science. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. The reformed 9 - 1 GCSE courses have much more content and longer, tougher exams.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' - which replaced the old Grade 'C'. As a result of these

changes to GCSEs, we continue to refine our new grading system for all pupils from Year 7 to Year 11. The new grades continue to be used to:

- **Set aspirational 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 'strong 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 'strong pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong 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 'strong pass' in the new 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?

In September 2016, we introduced a new single grading system for all pupils. We continue to refine this in light of updated reforms. The information alongside explains how the new single grading system applies to you.

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 from KS2 (SATS in Year 6) to KS4 (GCSE).

End of KS2 Level			Y7 Starting Grade	Y7 Target Grade	Y8 Target Grade	'New' GCSE Target (Y9 onwards)
Reading	Maths	R and M Ave				
119	115	117	4c	4a	5b	9
118	114	116	3a	4b	5c	8
112	111	111.5	3b	4c	4a	8
104	108	106	3c	3a	4b	7
100	104	102	2a	3b	4c	6
95	102	98.5	2b	3c	3a	6
93	99	96	2c	2a	3b	5
91	94	92.5	1a	2b	3c	5
89	87	88	1b	2c	2a	5
87	86	85.5	1c	1a	2b	4
80	80	80	W	1b	2c	3
<80	<80	<80	N	1c	1a	2

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 course.

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).

Year 8

Learning Journey in:

English	6
Mathematics	8
Science	9
French	10
German	12
History	14
Geography	15
Computer Science	16
Religious Education	18
Art	20
PSHE	21
PE	22

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

English Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Writing: AO5, AO6</p> <p>Fiction reading and writing</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO4 - Critical analysis & informed personal response</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3</p> <p>Non-fiction reading and writing</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO3 - Comparison of writers' ideas</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO4</p> <p>Creative writing through poetry</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO4 - Critical analysis & informed personal response</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3, AO4</p> <p>Non-fiction writing through Animal Farm</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO3 - Comparison of writers' ideas AO4 - Critical analysis</p> <p>AO5 - content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO4</p> <p>Fiction reading</p> <p>AO1 - Selecting information AO2 - Writer's use of language & structure AO3 - Comparison of writers' ideas AO4 - Critical analysis</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Writing: AO5, AO6</p> <p>Non-fiction writing</p> <p>AO5 - Content AO6 - Technical accuracy + SPaG</p>
Key Content	Crime and Detectives (W)	Crime and Detectives (R)	Power and Conflict poetry (Blake Songs of Innocence and Experience) (R)	Power and Conflict (Animal Farm and related non-fiction texts) (R)	Journeys - extract from The Time Machine and modern time travel novels (R)	Journeys - Boy by Dahl and Going Solo (W)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Democracy Freedom of religion The Rule of Law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution		Democracy Freedom of religion The Rule of Law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution		Democracy Freedom of religion The Rule of Law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution	

English Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	<p>Homework MP1: Writing Task - Descriptive/ Narrative (not graded)</p> <p>MP2: Writing Task - Narrative (not graded)</p> <p>MP3: Writing Task - Narrative (not graded)</p> <p>End Assessment: Writing - Reading/Narrative question: AO5, AO6 (graded)</p>	<p>Homework MP1: Reading Task - Language Analysis (not graded)</p> <p>MP2: Reading Task - Summary Question (not graded)</p> <p>MP3: Writing Task - Non-fiction (not graded)</p> <p>End Assessment: Reading - Reading: AO1, AO2 and AO3 (graded)</p>	<p>Homework MP1: Reading Task - Language Analysis (not graded)</p> <p>MP2: Writing Task - Fiction (not graded)</p> <p>MP3: Reading Task - Critical Response Q4 (not graded)</p> <p>End Assessment: Reading - Fiction: AO1, AO2 and AO4 (graded)</p>	<p>Homework MP1: Reading - Language Practice Question (not graded)</p> <p>MP2: Writing - Non-fiction Practice Question (not graded)</p> <p>MP3: Reading - Language Practice Question (not graded)</p> <p>End Assessment: Writing Paper Non-fiction: AO5 and AO6 (graded)</p>	<p>Homework MP1: Writing - Language Practice Question (not graded)</p> <p>MP2: Writing - Fiction Question (not graded)</p> <p>MP3: Reading - Language practice question (not graded)</p> <p>End Assessment: Reading Paper: AO1, AO2 and AO4 (graded)</p>	<p>Homework MP1: Spoken Language - Presentation task (not graded)</p> <p>MP2: Reading - Language Practice Question (not graded)</p> <p>MP3: Reading Summary Question (not graded)</p> <p>End Assessment: Spoken Language - Presentation Task: AO7, AO8, AO9 (graded)</p>
Suggested Assessment	Descriptive of Narrative Writing Task	Non-fiction reading	Fiction pre-1900 reading	Non-fiction writing	Response to a literary fiction extract	Spoken Language Presentation
Feedback Suggested Week	Feedback: Autumn 2 Wk2	Feedback: Spring 1 Wk2	Feedback: Spring 2 Wk2	Feedback: Summer 1 Wk2	Feedback: Summer 2 Wk2	Feedback: Summer 2 Wk 5
Websites to help my learning: http://www.bbc.co.uk/schools/ks3bitesize/English/ http://www.englishbiz.co.uk/ http://www.channel4learning.com/support/websites/english.html http://www.channel4learning.com/sites/waywithwords/index.html				Visits to places that can help my learning: Plays – theatre Sporting events Libraries		

Mathematics Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically and Problem Solving					
	N1 Number	A1 Algebra	G1 Geometry	R1 Ratio, Proportion & Percentages	G2 Geometry	S1 Statistics
Key Content	Indices Prime factorisation Rounding and estimating Fractions	Algebraic manipulation Expanding & factorising Linear equations Nth term of a sequence Plotting graphs	Construction Angles & Parallel Lines Area of Composite Shapes Circumference of a Circle	FDP Equivalence % Increase/Decrease Ratio Proportionality Speed, Distance & Time	Nets Area of a Circle Surface Area Volume	Averages Frequency Tables Charts
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	The Qur'aan and Mathematics Egyptian fractions Special sequences; Fibonacci & Pascal's triangle		Islamic Art and Culture Rangoli Designs & Mandalas Currencies of different countries & conversions		Islamic Art and Culture Rangoli Designs & Mandalas Use of statistics in the media, census data	
Key Assessment Objectives and Suggested Assessments	Half-term test - N1	End-of-term test (Cumulative) - N1 and A1	Half-term test (Cumulative) - N1, G1 and A1	End-of-term test (Cumulative) - N1, G1, A1 and R1	EOY exam	Half-term test (Cumulative) - N1, G1, A1, R1, G2 and S1
Websites that can help my learning: https://hegartymaths.com 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 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.
Key Content	Genes Puberty, menstrual cycle, reproduction, fertilisation, DNA, GM, cell division, natural selection, evolution.	Reactions Chemical & physical changes, balancing equations, neutralisation, the reactivity series.	Forces and Motion Forces & motion, force diagrams, moments, stretching & squashing, force & extension, work done & energy changes, pressure.	Electricity Electrical current, voltage, resistance series & parallel circuits, national grid, static electricity.	Magnetism Magnetic poles, magnetic fields, earths magnetism, electromagnets, DC motors.	Skills Practical, Investigative, maths & Working scientifically.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC - Moral and Social Development FBV - Equality and Social Responsibility		SMSC - Spiritual, Cultural and Social Development FBV - Freedom of thought and mutual respect relating to theories surrounding the creation as well as the Big Bang		SMSC - Moral and Social Development FBV - Tolerance and Acceptance along with the Rule of Law	
Key Assessment Objectives and Suggested Assessments	Cumulative test on Genes.	Cumulative test on Genes and Reactions.	Cumulative test on Genes, Reactions & Forces and Motion.	Cumulative test on Genes, Reactions, Forces and Motion & Electricity.	EOY exam Exam based on all the topics covered so far throughout the year.	Review of all Key Stage 3 topics covered across Year 7 & 8. Summary of the learning before KS4 curriculum commences.
Websites that can help my learning: BBC Bitesize KS3 Science				Visits to places that can help my learning: Blackpool Zoo MOSI (Museum of Science and Industry) MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

French Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Baseline Assessment.</p> <p>French phonics.</p> <p>Matching sound to print.</p> <p>Language learning skills.</p> <p>Answering simple questions, both verbally and written, giving simple opinions.</p> <p>Understanding of short written and spoken content in familiar contexts.</p>	<p>French phonics.</p> <p>Ask and answer simple questions.</p> <p>Produce several short sentences, using present tense of frequently used verbs and opinions.</p> <p>Translation of familiar words into English.</p> <p>Understand main points from short passages in the present tense.</p>	<p>French phonics.</p> <p>Ask and answer a range of simple questions.</p> <p>Produce several short, linked sentences using the present tense.</p> <p>Give simple justifications for opinions.</p> <p>Translation of familiar words and phrases into English and French.</p> <p>Understand main points and some details from short passages in the present tense.</p>	<p>French phonics.</p> <p>Produce several short, linked sentences using the present tense using a range of time phrases.</p> <p>Translate familiar short sentences into the target language.</p> <p>Understand main points and most details from short passages in the present tense.</p> <p>Recognise set phrases in the near future tense.</p>	<p>French phonics.</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Understand longer passages, including references to the near future.</p> <p>Translate linked sentences into the target language</p>	<p>French phonics.</p> <p>Produce texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Use the perfect tense.</p> <p>Understand longer passages, including references to the near future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>
Key Content	<p>C'est perso!</p> <ul style="list-style-type: none"> Numbers Alphabet Likes and dislikes Descriptions <p>Using avoir</p> <p>Indefinite and definite articles</p> <p>Adjectival agreement</p> <p>Regular -er verbs</p>	<p>En classe!</p> <ul style="list-style-type: none"> Time Subjects Uniform French school system <p>Regular -er verbs</p> <p>Adjectives after nouns</p> <p>Using il y a / il n'y a pas de</p>	<p>Mon temps libre!</p> <ul style="list-style-type: none"> Sports Activities Opinions <p>Using jouer à</p> <p>Using faire</p> <p>Aimer + infinitive</p> <p>Forming questions</p>	<p>Ma vie de famille!</p> <ul style="list-style-type: none"> Family Home Celebrations <p>Possessive adjectives</p> <p>Nous form of -er verbs</p> <p>Partitive article</p> <p>Near future tense phrases</p>	<p>En ville!</p> <ul style="list-style-type: none"> Places in town Food and drink Holiday plans <p>Using aller</p> <p>Using vouloir</p> <p>Tu and Vous forms of verbs</p> <p>Aller + infinitive</p>	<p>Vive les vacances!</p> <ul style="list-style-type: none"> Holiday activities Destinations Holiday plans <p>Using regular perfect tense verbs</p> <p>Using irregular perfect tense verbs</p> <p>Verbs that take etre</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Exploring cultural diversity.</p> <p>Values of solidarity.</p>		<p>Appreciation of different cultures.</p> <p>Promoting healthy lifestyle and sports ethic.</p> <p>Respect and Tolerance.</p>		<p>Community cohesion, living together.</p> <p>Understand and appreciate viewpoints of others.</p> <p>Social responsibility.</p>	

French Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	<p>Speaking:</p> <p>Presentation</p> <p>General conversation</p>	<p>Reading and Listening:</p> <p>Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Writing:</p> <p>Photo card stimulus</p> <p>Short passage in response to bullet point stimulus</p> <p>Short sentence translation into French</p>	<p>Speaking and Reading:</p> <p>Speaking:</p> <p>Role play</p> <p>Photo card</p> <p>Reading:</p> <p>Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>EYO exam</p> <p>Reading, Listening and Writing:</p> <p>Writing:</p> <p>Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p>Listening:</p> <p>Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading:</p> <p>Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Translation:</p> <p>Role-play</p> <p>Photo card</p> <p>General conversation</p> <p>Translation into French.</p>
<p>Websites that can help my learning:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/french/</p> <p>http://www.linguascope.com</p> <p>https://www.memrise.com/</p>				<p>Visits to places that can help my learning:</p> <p>Alliance Française at the French Embassy</p> <p>Trip to France</p>		

German Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Baseline Assessment.</p> <p>German phonics.</p> <p>Matching sound to print.</p> <p>Language learning skills.</p> <p>Answering simple questions, both verbally and written, giving simple opinions.</p> <p>Understanding of short written and spoken content in familiar contexts.</p>	<p>German phonics.</p> <p>Ask and answer simple questions.</p> <p>Produce several short sentences, using present tense of frequently used verbs and opinions.</p> <p>Translation of familiar words into English.</p> <p>Understand main points from short passages in the present tense.</p>	<p>German phonics.</p> <p>Ask and answer a range of simple questions.</p> <p>Produce several short, linked sentences using the present tense.</p> <p>Give simple justifications for opinions.</p> <p>Translation of familiar words and phrases into English and German.</p> <p>Understand main points and some details from short passages in the present tense.</p>	<p>German phonics.</p> <p>Produce several short, linked sentences using the present tense using a range of time phrases.</p> <p>Translate familiar short sentences into the target language.</p> <p>Understand main points and most details from short passages in the present tense.</p> <p>Recognise set phrases in the near future tense.</p>	<p>German phonics.</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Understand longer passages, including references to the near future.</p> <p>Translate linked sentences into the target language.</p>	<p>German phonics.</p> <p>Produce texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense and a range of modal verbs.</p> <p>Understand longer passages, including references to the near future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>
Key Content	<p>Meine Welt</p> <ul style="list-style-type: none"> Numbers Alphabet Likes and dislikes Descriptions <p>Using haben</p> <p>Indefinite and definite articles</p> <p>Adjectival agreement</p> <p>Regular verbs</p>	<p>Familie und Tiere</p> <ul style="list-style-type: none"> Family Home Celebrations <p>Possessive adjectives</p> <p>Wir form of regular verbs</p> <p>, weil word order.</p>	<p>Meine Schule</p> <ul style="list-style-type: none"> Time Subjects Uniform German school system <p>Regular verbs</p> <p>Adjective endings</p> <p>Using es gibt / es gibt</p> <p>kein/e/en</p> <p>Future tense phrases</p>	<p>Freizeit</p> <ul style="list-style-type: none"> Sports Activities Opinions <p>Using spielen</p> <p>Using machen</p> <p>Mögen + infinitive</p> <p>Forming questions</p>	<p>Technologie</p> <ul style="list-style-type: none"> TV Cinema Reading Internet / social media <p>Present tense verbs, Haben and sein</p> <p>Gehen and machen</p>	<p>Meine Stadt</p> <ul style="list-style-type: none"> Places in town Food and drink Holiday plans <p>Imperfect tense</p> <p>Man kann + infinitive</p>

German Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring cultural diversity. Values of solidarity.		Appreciation of different cultures. Promoting healthy lifestyle and sports ethic. Respect and Tolerance.		Community cohesion, living together. Understand and appreciate viewpoints of others. Social responsibility.	
Key Assessment Objectives and Suggested Assessments	<p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Listening: General conversation in German.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Reading and Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Writing: Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into German.</p> <p>Presentation.</p>	<p>EOY exam Reading, Listening and Writing:</p> <p>Writing: Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Translation: Role-play.</p> <p>Photo card.</p> <p>General conversation.</p> <p>Translation into German.</p>
Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/german/				Visits to places that can help my learning: Trip to Germany		

History Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 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	AO1: Key Features of an event/ period. AO3: Source Evaluation. Series of questions testing knowledge of slave trade in 17th and 18th Centuries and How useful is Source A to a historian investigating...? (8)	AO2: Causation or Significance. Essay question testing student knowledge of causes/ consequences of the Industrial revolution.	AO4: Interpretations. Essay question examining knowledge of how and why interpretations of people change over time.	AO3: Source Evaluation. AO4: Interpretations. 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 Hastings - East Sussex The Harris Museum - Preston Lancashire Infantry Museum, Fulwood Barracks - Preston Auschwitz-Birkenau - Poland		

Geography Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.	Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.	Place and space understanding. Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Economic understanding. Evaluation of key perspectives. Political understanding.	Place and space understanding. Map skills. Social, economic, political and environmental perspectives. Knowledge of global inter relationships.
Key Content	Population	Coasts	Natural Hazards		Rivers and Flooding	Fieldwork Skills
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Cultural understanding, causes of migration and population structures.	Management ethics, environmental understanding, social implications, conflict and politics.	Management ethics, environmental understanding, social implications, conflict and politics.		Social understanding, environmental responsibility and political implications.	Developing an understanding of place and contentious issues.
Key Assessment Objectives and Suggested Assessments	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	EOY exam 2x classwork 1x homework	Levelled fieldwork assessment. 2x classwork 1x homework
Websites that can help my learning: http://www.geographyalltheway.com				Visits to places that can help my learning: Coasts: Blackpool Rivers and Flooding: Ingleton Falls		

Computer Science Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Complete class activities in preparation for the formal OCR Entry Level Certificate third theory unit.	Design, use and evaluate programs using the programming language Scratch for the formal OCR Entry Level Certificate programming project.	Complete class activities in preparation for the formal OCR Entry Level Certificate fourth theory unit.	Research, plan, produce and evaluate a creative digital graphic project using Adobe CC software apps.	Design, use and evaluate programs using the programming language Python.	Research, plan, produce and evaluate a creative audio/video project using Adobe CC software apps.
Key Content	<p>Computational Thinking & Algorithms Boolean logic, Boolean operators, arithmetic operations, computational thinking, binary/denary numbers, flow charts).</p>	<p>Programming Project Identify and use variables, operators, inputs, outputs and assignments , Understand and use the three basic programming constructs used to control the flow of 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.</p> <p>e- Safety Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p>	<p>Computer Memory & storage and Moral, legal, cultural & environmental concerns Primary storage, secondary storage, moral issues, legal issues, environmental issues, open source and propriety software, computer science legislation.</p>	<p>Advanced Creative Project (using Adobe Suite) - Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users, create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>	<p>Computational Thinking 3 Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem, use a text-based programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures or functions.</p>	<p>Creative Video Project Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users, create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>

Computer Science Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students consider the effects of social networking and the consequences of cyber bullying.		Students consider the legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity.		As part of the computing curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community.	
Key Assessment Objectives and Suggested Assessments	OCR Entry Level Certificate - Computational Thinking Test 1	The assessment will include an understanding of: Success Criteria, Planning and Design, Development, Testing and Remedial Action, and Evaluation.	OCR Entry Level Certificate - Computer Systems Test 2	The assessment will mirror the structure of the Cambridge National Certificate in Creative iMedia and include an understanding of: LO1 (research), LO2 (planning), LO3 (production) and LO4 (evaluation).	The assessment will mirror the structure of the Entry Level Certificate and GCSE controlled assessment units to include an understanding of: Success Criteria, Planning and Design, Development, Testing and Remedial Action, and Evaluation.	The assessment will mirror the structure of the Cambridge National Certificate in Creative iMedia and include an understanding of: LO1 (research), LO2 (planning), LO3 (production) and LO4 (evaluation).
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 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Compare and contrast features of religious belief and practice.</p> <p>Describe and explain the significance and impact of different ways of life and ways of expressing meaning.</p> <p>Make links between different beliefs, teachings, and sources.</p>	<p>Appreciate the nature, significance and impact of different ways of life and expressing meaning.</p> <p>Explain personal reflections to questions and teachings about identity, meaning and value.</p> <p>Investigate concepts and questions of belonging, meaning, purpose and truth.</p>	<p>Appreciate the nature, significance and impact of different ways of life and expressing meaning.</p> <p>Explain personal reflections to questions and teachings about identity, meaning and value.</p> <p>Investigate concepts and questions of belonging, meaning, purpose and truth.</p>	<p>Analyse how beliefs, practices and forms of expression influence individuals and communities.</p> <p>Enquire what enables different individuals and communities to live together respectfully.</p> <p>Appreciate varied dimensions of religion or a worldview.</p>	<p>Appreciate the nature, significance and impact of different ways of life and expressing meaning.</p> <p>Appreciate varied dimensions of religion or a worldview.</p>	<p>Express personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.</p> <p>Enquire what enables different individuals and communities to live together respectfully.</p>
Key Content	<p>Places of Worship How do believers worship?</p>	<p>Rites of Passage What does it mean to belong to a community?</p>	<p>Rites of Passage What does it mean to belong to a community?</p>	<p>Religious Festivals How do believers celebrate faith?</p>	<p>Alternative Religions What is the truth?</p> <p>Revision and Gap Fill</p>	<p>Prejudice and Discrimination</p>
Field of Enquiry	<p>Beliefs and Values Living Religious Traditions</p>	<p>Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human</p>	<p>Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human</p>	<p>Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience</p>	<p>Search for Personal Meaning Shared Human Experience</p>	<p>Beliefs and Values Shared Human Experience</p>

Religious Studies Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.	
Key Assessment Objectives and Suggested Assessments	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. Question and Answer Assessment. Modelled According to AQA GCSE RE.	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. Question and Answer Assessment. Modelled According to AQA GCSE RE.	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. Question and Answer Assessment. Modelled According to AQA GCSE RE.	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. Question and Answer Assessment. Modelled According to AQA GCSE RE.	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. EOY Exam	AO1: Learning about religion. AO2: Learning from religion. Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief. Project Work Presentation
Websites that can help my learning: http://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.truetube.co.uk/ http://request.org.uk/ https://www.reonline.org.uk/ www.cleo.net.uk/				Visits to places that can help my learning: Places of Worship My community and other religious communities Religious Art Galleries and Museums Faith Communities		

Art Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Observational drawing. Compositional skills.	Developing the use of artistic medium (Painting). Developing colour theory knowledge and understanding.	Non-objective drawing. Introduction to pattern and repeat. Developing the use of artistic medium (Printing).	Compositional skills. Using cultural artefacts to develop art designs.	Observational drawing. Compositional skills. Using cultural artefacts to develop art designs. Developing the use of pattern.	Portraiture drawing. Realism.
Key Content	Balance Scale Harmony	Emphasis Contrast	Pattern Contrast	Rhythm/ Movement Variety	Scale Pattern Contrast	Observational Drawing
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Participation in the arts. Use of imagination and creativity in students learning. Willingness to reflect on their experiences- draft, redraft and refine/ self/ peer assessment/ critique. Due to the subjective nature of Art: respect for different people's feelings and values. Researching artists from different religious, ethnic and socioeconomic backgrounds. How Art impacts on society. Understanding and appreciation of the wide range of cultural influences that have shaped Art.					
Key Assessment Objectives and Suggested Assessments	Drawing Lucy Arnold	Media Exploration • Painting • Coloured Pencils	Printing Techniques • Lino/ Polystyrene • Mono	Drawing Mixed-Media Exploration Beatriz Milhazes	Drawing Pattern Brianna McCarthy	Observational Drawing Realistic Portraiture
Websites that can help my learning: https://www.youtube.com/watch?v=MNIv6Edc1el				Visits to places that can help my learning: Liverpool Word Museum		

PSHE Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Economic Wellbeing - Election and Voting	Economic Wellbeing - Finance	Risk - Crime	Risk - Crime	Living in the wider world - Diversity	Personal Identity - Growing up
Key Content	Politics Methods of governance Monarchy Voting	The British economy Tax Savings Public Services	Crime Criminal Justice System Anti-social Behaviour Youth offending Acid Attacks	Gangs Knife Crime County Lines Role Models Operation Encompass	Identity Respecting equality Community cohesion Prejudice and discrimination	Physical and emotional changes Independence Responsibility
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Tolerance and Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance and Respect; Liberty; Fairness, Freedom of Association; Social Responsibility.		Tolerance and Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.	
Key Assessment Objectives and Suggested Assessments	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: politics and participation question. AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: politics and participation question. AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: rights and responsibilities questions. AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves. AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: life in modern Britain questions. AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves. AQA Citizenship model questions.
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		

PE Long Term Plan | Year 8 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Students will learn/ understand a wide range of skills/techniques within the game.</p> <p>Students will be able to select and apply tactics to outwit opponents.</p>	<p>Students will learn/ understand a wide range of skills/techniques within the game.</p> <p>Students will be able to select and apply tactics to outwit opponents.</p>	<p>Students will learn/ understand a wide range of skills/techniques within the game.</p> <p>Students will be able to select and apply tactics to outwit opponents.</p>	<p>Students will learn/ understand how to lead a healthy, active lifestyle.</p> <p>Students will be able to apply aspects of fitness to sports performance.</p>	<p>Students will learn/ understand a wide range of skills/techniques within the game.</p> <p>Students will be able to select and apply tactics to outwit opponents in both singles and doubles games.</p>	<p>Students will learn/ understand a range of batting and fielding skills/ techniques and perform them with competence.</p> <p>Students will be able to select and apply tactics to outwit opponents.</p>
Key Content	<p>Handball - Technical and tactical development.</p> <p>Volleyball - Technical and tactical development.</p>	<p>Football - Team game/ invasion activity.</p> <p>Technical and tactical development.</p> <p>Table Tennis – Technical and tactical development in singles and doubles games.</p>	<p>Basketball - Competitive team games.</p> <p>Technical and tactical development.</p>	<p>Fitness - Developing an understanding of the components of a healthy, active lifestyle in line with GCSE PE requirements.</p>	<p>Badminton - Technical and tactical development in singles and doubles games.</p>	<p>Cricket - An introduction to striking and fielding activities.</p> <p>Technical development of the key batting, bowling and fielding skills.</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.</p>		<p>Promoting a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan an appropriate training programme to enhance fitness levels. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.</p>		<p>Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.</p>	

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<p>Key Assessment Objectives and Suggested Assessments</p>	<p>Based on the ability of students to outwit opponents in the games of Handball and Volleyball.</p> <p>Handball: The development and application of a range of attacking and defensive skills.</p> <p>Demonstrating an understanding of the rules of the game and a range of tactical concepts.</p> <p>Volleyball: Development and use of the serve, dig and set shots.</p> <p>Correct shot selection with accuracy, precision and control.</p> <p>Understanding of the rules of the game.</p>	<p>Based on the ability of students to outwit opponents in the games of Football and Table Tennis.</p> <p>Football: Attacking skills - Long and short passing techniques, keeping possession of the ball, dribbling, turning, shooting techniques and attacking tactics.</p> <p>Defensive skills - Tackling, jockeying, defensive heading and defensive shape.</p> <p>Further understanding of the rules of the game and the scoring systems.</p> <p>Table Tennis: Ability to perform a range of techniques (forehand and backhand) with control, accuracy and precision.</p>	<p>Based on the ability of students to outwit opponents in the game of Basketball.</p> <p>Basketball: Attacking skills - Passing and receiving techniques, keeping possession of the ball, dribbling, shooting techniques (set shot/lay-up/ jump shot) and the 3 man weave.</p> <p>Defensive skills - Stance, zonal/man to man marking.</p> <p>Further understanding of the rules of the game and the scoring systems.</p>	<p>Based on the students ability to exercise safely and effectively.</p> <p>Fitness: To demonstrate a competent level of fitness and a clear understanding of the components of fitness, muscle groups and training zones/intensities.</p>	<p>Based on the ability of students to outwit opponents in the game of Badminton.</p> <p>Badminton: Ability to perform a range of techniques (serve, overhead clear, smash, drop shot) with control, accuracy precision.</p> <p>Further understanding of the rules of singles and doubles Badminton.</p>	<p>Based on the ability of students to outwit opponents in striking and fielding games.</p> <p>Batting skills - Forward defence, off/on drives.</p> <p>Fielding skills - Bowling, throwing and catching techniques.</p> <p>Further understanding of the rules of the game, scoring systems and basic batting and fielding tactics.</p>
<p>Websites that can help my learning:</p> <p>www.brianmac.co.uk</p> <p>www.teachpe.co.uk</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html</p> <p>BBC Bitesize – GCSE Physical Education (Edexcel)</p> <p>www.getrevising.co.uk</p> <p>YouTube – GCSE PE related videos (as instructed by class teachers)</p>				<p>Visits to places that can help my learning:</p> <p>Sports Stadiums/facilities</p> <p>Professional sporting events</p> <p>Outdoor Education centres</p> <p>Sports Museums</p> <p>Sports centres</p>		

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