



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 8 Curriculum and Assessment Guidance for Pupils and Parents

2020 - 2021

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



Our Curriculum

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.

The curriculum that you will study during your five years with us is highly ambitious, academic and rounded in order to give you the best possible chance to succeed. Our focus is to ensure that you learn and make progress throughout your time here. We aim to develop you as a whole person through Faith and Character Education, enrichment and Leadership Development opportunities. We believe that this broad and rigorous curriculum will best equip you for pathways that lead to university, the professions and success in whatever career you eventually choose. We are determined that you will be able to compete on equal terms with pupils from the most privileged circumstances.

The curriculum is a five-year progression model. It is carefully designed, sequenced and planned so that you know more, remember more, and are able to do more across the five years.

With all of this in mind, our curriculum is designed around the following principles:

- Essential subject knowledge and terminology are carefully sequenced year-on-year
- Key subject skills and subject concepts are introduced sequentially and logically
- Content and coverage are planned to enable progress to be demonstrated and measured
- Age-related expectations can be defined (i.e. what subject learning should be mastered in each year)
- 'Catch-up and keep up' is a driving principle of the curriculum design

Your teachers are skilled in ensuring that learning is planned to build on prior learning. They use a range of strategies to ensure that you remember what you have previously been taught and further develop these skills and knowledge. These strategies include:

- Constantly referring to previous learning – e.g. starters, plenaries and discourse during lesson
- Engaging in lots of learning talk
- Vocabulary acquisition and explicit teaching of tier 3 vocabulary from year 7 onwards
- Providing you with time to independently apply your knowledge to different contexts, drawing on prior learning
- Using cumulative, age appropriate tests judiciously to inform planning and identify gaps

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 a range of data, you will be set challenging targets 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 Year 7 to GCSE.

Y7 Starting Grade	Y7 Target Grade	Y8 Target Grade	'New' GCSE Target (Y9 onwards)
4c	4a	5b	9
3a	4b	5c	8
3b	4c	4a	8
3c	3a	4b	7
2a	3b	4c	6
2b	3c	3a	6
2c	2a	3b	5
1a	2b	3c	5
1b	2c	2a	5
1c	1a	2b	4
W	1b	2c	3
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
Drama	17
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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Themes	Journeys and Otherness					
Key Skills	<p>Reading: Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p>Writing: Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p>Reading: Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p>Writing: Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>	<p>Reading: Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p>Writing: Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>	<p>Reading: Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p>Writing: Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p>Reading: Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features.</p> <p>Comparing texts.</p> <p>Writing: Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p>Reading: Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p>Writing: Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>

English Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Content	The Adventures of Sherlock Holmes by Arthur Conan Doyle.	Life of Pi by Yann Martel. Travel Writing.	The Tempest by William Shakespeare. Non-fiction: anthology on Colonialism and Otherness.	The Tempest by William Shakespeare.	Poetry Anthology: Journeys and otherness.	Of Mice and Men by John Steinbeck.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Explore changes to British culture regarding the impact of science, reason and logic for example through Darwin's theory of evolution. This might raise a conflict of ideas between religious views about creation.		Explore ideas around reinterpretations using a modern more liberal lens. Explore ideas around colonisation and the history of the British Empire.		Hold debates about love and relationships. Explore ideas around gender and race through of Mice and Men characters and where relevant through poetry.	
Key Assessment Objectives and Suggested Assessments	MP1: Retention quiz on structural devices + context. AP1: Reading fiction + structure analysis.	MP1: Retention quiz on key literary concepts from Life of Pi. AP2: Travel Writing.	MP1: Non-fiction writing. AP3: Non-fiction reading.	MP1: Retention quiz on context. AP4: Retention quiz + mini essay on The Tempest.	MP1: Poetry techniques retention quiz + analysis of one poem. AP5: Poetry comparison.	MP1: Spoken language task. MP2: Retention Quiz.
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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & 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 Percentages	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 Pythagoras Theorem	Probability 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 & A1	Half-term test (Cumulative) – N1, A1 & G1	End-of-term test (Cumulative) – N1, A1, G1 & R1	EOY exam (Cumulative) – N1, A1, G1, R1 & G2	Half-term test (Cumulative) – N1, A1, G1, R1, G2 & S1
Websites that can help my learning: https://hegartymaths.com www.nrich.maths.org.uk www.mathsisfun.com www.youtube.co.uk (Khan Academy) https://www.ukmt.org.uk				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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	Mathematical & practical skills, scientific enquiry, exam technique and application skills.	Mathematical & practical skills, scientific enquiry, exam technique and application skills.	Mathematical & practical skills, scientific enquiry, exam technique and application skills.	Mathematical & practical skills, scientific enquiry, exam technique and application skills.	Mathematical & practical skills, scientific enquiry, exam technique and application skills.	Mathematical & practical skills, scientific enquiry, exam technique and application skills.
Key Content	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 & Magnetism Electrical current, voltage, resistance series & parallel circuits, national grid, static electricity. Magnetic poles, magnetic fields, earths magnetism, electromagnets, DC motors.	Genes Puberty, menstrual cycle, reproduction, fertilisation, DNA, GM, cell division, natural selection, evolution.	Ecosystems Feeding relationships, tropic levels, photosynthesis, Biodiversity, pollution, Water & Carbon Cycle.	Maths & investigative Skills Practical, Investigative, Maths & Working scientifically.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC – Moral & Social development. FBV – Equality & Social responsibility.		SMSC – Spiritual, Cultural and Social development. FBV – Freedom of thought & Mutual respect relating to theories surrounding the creation as well as the Big Bang.		SMSC – Moral and Social development. FBV – Tolerance & Acceptance along with the rule of law.	
Key Assessment Objectives and Suggested Assessments	Test on the Reactions topic	Cumulative test on Reactions and Forces & Motion	Cumulative test on Reactions, Forces and Motion, Electricity & Magnetism	Cumulative test on Reactions, Forces and Motion, Electricity & Magnetism and Genes	EOY exam Exam based on all the topics covered throughout the year	Review of all Key stage 3 topics covered across year 7 & 8. Summary of all KS3 topics
Websites that can help my learning: BBC Bitesize KS3 Science				Visits to places that can help my learning: Blackpool Zoo Manchester Museum of Science & Industry MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

French Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	<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>	<p>French phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use set phrases in the conditional.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>French phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use three tenses together.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
Key Content	<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>	<p>J'adore les fetes!</p> <ul style="list-style-type: none"> • Festivals • Celebrations • Food <p>Giving detailed opinions.</p> <p>Present tense of regular –ir and –re verbs.</p> <p>Transactional language.</p> <p>Questions in the near future.</p> <p>Combining present and future tenses.</p>	<p>Le monde est petit!</p> <ul style="list-style-type: none"> • Where you live • Helping at home • Daily routine • Weather <p>Using pouvoir + infinitive.</p> <p>Decoding strategies.</p> <p>Reflexive verbs.</p> <p>Irregular adjectives.</p> <p>Combining three tenses.</p>	<p>Le sport en direct!</p> <ul style="list-style-type: none"> • Sports • Directions • Injuries and illnesses • Sports persons <p>Using jouer a and faire de.</p> <p>Using the comparative.</p> <p>Using the imperative.</p> <p>Using il faut.</p> <p>Asking questions in three tenses.</p>	<p>Bien dans sa peau!</p> <ul style="list-style-type: none"> • Parts of the body • Sport and fitness • Resolutions <p>À + definite article.</p> <p>Il faut + infinitive.</p> <p>Simple future tense.</p> <p>Using three and four tenses together.</p>	<p>À l'horizon!</p> <ul style="list-style-type: none"> • Jobs • Languages • Future and past <p>Masculine and feminine nouns.</p> <p>Modal verbs.</p> <p>Imperfect tense.</p> <p>Using five tenses.</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> <p>Appreciation of different cultures.</p>	

French Long Term Plan | Year 8 | 2020-21

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

German Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	<p>German phonics.</p> <p>Produce texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the future tense.</p> <p>Use the perfect tense.</p> <p>Understand longer passages, including references to the future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>	<p>German phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use set phrases in the conditional.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>German phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use three tenses together.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
Key Content	<p>Ich liebe Ferien!</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>Time Manner Place grammar rule.</p>	<p>Klassenreisen machen Spaß!</p> <ul style="list-style-type: none"> • Rules • Daily routine • Festivals <p>Using a range of modal verbs.</p> <p>Using reflexive and separable verbs.</p> <p>Using "du", "Sie" and "ihr" forms.</p>	<p>Bist du ein Medienfan?</p> <ul style="list-style-type: none"> • Questions • Computers • Television and books <p>Asking questions in perfect tense.</p> <p>Using prepositions with the dative case.</p> <p>Using a range of modal verbs.</p>	<p>Bleib gesund!</p> <ul style="list-style-type: none"> • Food and diet • Sport and fitness • Resolutions <p>Using irregular present tense verbs.</p> <p>Using "müssen" + infinitive.</p> <p>Using the "du" form of the imperative.</p>	<p>Wir gehen aus</p> <ul style="list-style-type: none"> • Clothes and style • Dates • Use of 3 tenses <p>Using "wenn" clauses.</p> <p>Using imperfect, present and future tenses together.</p> <p>Modal verbs.</p>	<p>Vorbilder</p> <ul style="list-style-type: none"> • Role models • Experiences • Parts of the body <p>Using the imperative.</p> <p>Using imperfect and present tenses together.</p> <p>Modal verbs.</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>	

German Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Assessment Objectives and Suggested Assessments	<p>Speaking: Presentation.</p> <p>General conversation.</p>	<p>Writing and Listening Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Writing: Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p>	<p>Listening and Reading Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading: 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>EOY exam Reading, Listening and Writing 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>	
Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/german/ http://www.linguascope.com https://www.memrise.com/				Visits to places that can help my learning: Goethe-Institut at the German Embassy Trip to Germany		

History Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 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
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 the past.	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.	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...?
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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	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.		Map skills. Geomorphological. Processes. Locational and Place knowledge. Social, economic, political and environmental perspectives.	
Key Content	Population	Tourism at the coasts	Natural Hazards		UK landscapes	UK landscapes
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 1x classwork	End of unit test APP feedback 1x classwork	End of unit test APP feedback 1x classwork	End of unit test APP feedback 1x classwork	EOY exam APP feedback 1x classwork	End of unit test APP feedback 1x classwork
<p>End of unit tests assess content cumulatively and cover the four assessment objectives (AO) of:</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and communicate findings.</p>						
Websites that can help my learning: http://www.geographyalltheway.com				Visits to places that can help my learning: Coasts: Blackpool, Rivers Flooding: Ingleton Falls		

Computer Science Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	Computational thinking, Algorithms, theoretical understanding of computing, written exam skills.	Practical programming skills, design and evaluation skills.	Theoretical understanding of computing, written exam skills.	Research, planning, production and evaluative skills.	Practical programming skills, design and evaluation skills.	Research, planning, production and evaluative skills.
Key Content	Computational Thinking & Algorithms Boolean logic, Boolean operators, arithmetic operations, computational thinking, binary/denary numbers, flow charts.	Advanced Scratch Programming 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.	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.	Designing a Magazine Advert 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.	Programming with Python 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.	Making a Promotional Video 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.
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)		

Drama | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p> <p>AO1: Understand how different staging can create meaning.</p>	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p> <p>AO3: Understand how Drama and theatre is developed and performed.</p>	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p> <p>AO3: Understand how Drama and theatre is developed and performed.</p>	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>Realise artistic intentions of a performance.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	<p>Bringing a character to life.</p> <p>AO2: characterisation skills (verbal and non-verbal gestures).</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>
Key Content	Missing	Stage positions	Our Day Out	Our Day Out	Devising	Crime
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Tolerance and Respect – developed through empathy skills.		Tolerance and Respect – developed through empathy skills.		Social responsibilities, peer pressure and the power of law explored through the topic of crime.	
Key Assessment Objectives and Suggested Assessments	Performance based on the 'missing' person with focus on delivery of lines for impact.	Performance using different stage positioning to create meaning for the audience.	Performance: Characterisation from Our Day Out.	Performance: Characterisation from Our Day Out.	EOY exam: Create a performance based on a stimulus.	Performance based on allocated tasks.
Websites that can help my learning: www.bbcbitessize.com www.teachit.com				Visits to places that can help my learning: Theatre trips Drama clubs		

Religious Studies Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 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	Places of Worship How do Believers Worship?	Rites of Passage What Does it Mean to Belong to a Community?	Rites of Passage What Does it Mean to Belong to a Community?	Religious Festivals How do Believers Celebrate Faith and Express Freedom?	Alternative Religions What is the Truth? Revision and Gap Fill	Religion and Social Justice
Field of Enquiry	Beliefs and Values Living Religious Traditions	Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience	Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience	Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience	Search for Personal Meaning Shared Human Experience	Beliefs and Values Shared Human Experience
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Exploring beliefs and experience.</p> <p>Respecting faiths, beliefs and values.</p> <p>Appreciate cultural influences.</p> <p>Engage with British Values including tolerance and respect.</p>		<p>Exploring beliefs and experience.</p> <p>Respecting faiths, beliefs and values.</p> <p>Appreciate cultural influences.</p> <p>Engage with British Values including tolerance and respect.</p>		<p>Exploring beliefs and experience.</p> <p>Respecting faiths, beliefs and values.</p> <p>Appreciate cultural influences.</p> <p>Engage with British Values including tolerance and respect.</p>	

Religious Studies Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Assessment Objectives and Suggested Assessments	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>	<p>AO1: Learning about religion AO2: Learning from religion</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices.</p> <p>Exploring the impact of belief.</p> <p>Question and Answer Assessment.</p> <p>Modelled according to AQA Spec A GCSE RS.</p>
<p>Websites that can help my learning: https://www.bbc.com/bitesize/subjects/zh3rkqt https://www.truetube.co.uk/ http://request.org.uk/ https://www.reonline.org.uk/ www.cleo.net.uk/</p>				<p>Visits to places that can help my learning: Places of Worship Religious Art Galleries and Museums Faith Communities</p>		

Art Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	Observational drawing. Creative drawing. Mark making/adding tonal value.	Technical drawing. Pattern repeat.	Use of artistic medium: • Watercolours • Acrylic • Oil pastel	Observational drawing. Technical drawing. Introduction to Graphic Arts.	Design development. Working in the style of an artist. Fine art techniques.	Observational drawing. Mark making/ adding tonal value. Mixed medium.
Key Content	Surrealism: Line/ Value	Tessellations Shape/Form	Tessellations Colour	Typography Shape/ Form	Typography Colour	Natural forms Value
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	Fantasy Character Drawing	Islamic Pattern	Painting Oil Pastels	Font Styles Collage Drawing	Name Tags	Mixed Media
Websites that can help my learning: https://www.youtube.com/watch?v=MNIv6Edc1eI				Visits to places that can help my learning: Liverpool Word Museum		

PSHE Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Topic	Living in the Wider World: Election and Voting.	Living in the Wider World: Finance.	Health and Wellbeing: Crime.	Health and Wellbeing: Crime.	Relationships: Diversity.	Health and Wellbeing: Growing up.
Key Content	Politics Methods of Governance Monarchy Elections and Democracy	Tax Fraud Savings Public Services	Criminal Justice System Anti-Social Behaviour Youth Offending Acid Attacks Operation Encompass Basic First Aid	Gangs Knife Crime County Lines Cyber Crime Role Models	Diversity Identity Community Cohesion Prejudice and Discrimination Islamophobia Homophobia Disability Anti-Semitism	Physical and Emotional Changes Emotional Health Health and Sleep Independence Responsibility Resilience
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance & 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 understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues. AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.
Websites that can help my learning: http://mediasmart.uk.com , https://www.thinkuknow.co.uk , www.samaritans.org , https://resources.drinkaware.co.uk , https://www.ygam.org , https://www.railwaychildren.org.uk , https://www.womensaid.org.uk , http://www.wotwududo.co.uk , https://www.healthyshropshire.co.uk , https://campaignresources.phe.gov.uk/schools , https://www.childnet.com , https://learning.nspcc.org.uk , https://www.yourprivates.org.uk , https://www.bankofengland.co.uk/education/econome , https://firstaidlearningforyoungpeople.redcross.org.uk , https://www.bhf.org.uk/pshe , https://www.samaritans.org , www.bbc.co.uk/news , www.nhs.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 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	<p>Students will learn, understand and be able to apply 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 and be able to apply 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 and be able to apply 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 and be able to apply a wide range of skills/techniques within the game.</p> <p>Students will be able to apply aspects/components of fitness to sports performance.</p>	<p>Students will learn, understand and be able to perform a range of Athletic techniques in speed, endurance, throwing and jumping events.</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 and be able to apply a wide range of skills/techniques within the game.</p> <p>Students will be able to select and apply tactics to outwit opponents.</p>
Key Content	<p>Basketball – Competitive team games. Technical and tactical development.</p> <p>Volleyball – Competitive team games. Technical and tactical development. Application to games.</p>	<p>Football – Competitive team games. Technical and tactical development. Attacking and defensive concepts.</p> <p>Table Tennis – Technical and tactical development in singles and doubles games.</p>	<p>Handball – Competitive team games. Technical and tactical development. Attacking and defensive concepts.</p>	<p>Fitness – Developing an understanding of the components of a healthy, active lifestyle.</p>	<p>Athletics – Technical development across a range of Athletic events.</p> <p>Badminton – Technical and tactical development. Application to singles and doubles games.</p>	<p>Cricket – Striking and fielding activities. Technical development of the key batting, bowling and fielding skills. Developing an understanding of/the ability to apply tactics within the game.</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Students will learn 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>Promotion of a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan an appropriate training session to meet their fitness needs. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.</p>		<p>Students will learn 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>	

PE Long Term Plan | Year 8 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<p>Key Assessment Objectives and Suggested Assessments</p>	<p>Based on the ability of students to outwit opponents in the games of Basketball and Volleyball.</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. Defensive skills – Defensive stance, zonal/man to man marking.</p> <p>Volleyball: Development/replication of the serve, dig and set shots to a consistently good standard. Correct shot selection with accuracy, precision and control. Demonstrating a secure understanding of the rules of the games and the scoring systems</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. Defensive skills – Tackling, jockeying, defensive heading and defensive shape. Demonstrating a secure 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 to outwit opponents.</p>	<p>Based on the ability of students to outwit opponents in the game of Handball.</p> <p>Handball: The development and application of a range of attacking and defensive skills (Passing and receiving, use of the steps, dribble, jump shot, attacking principles and defensive position/shape). Demonstrating a secure understanding of the rules of the game and a range of tactical concepts.</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/secure understanding of the components of fitness, muscle groups and training zones/intensities.</p>	<p>Based on the ability of students to perform at their maximum potential in a range of Athletic events.</p> <p>Athletics: Ability to perform and replicate a range of techniques within a selection of the Athletic events (throwing, jumping, speed and endurance-based events).</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 and precision. Demonstrating a secure understanding of the rules of singles and doubles. Demonstrating the ability to select/apply tactical concepts.</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. Fielding skills – More advanced bowling, throwing and catching techniques. Demonstrating a secure understanding of the rules of the game, scoring systems and basic batting and fielding tactics</p>
<p>Websites that can help my learning: www.brianmac.co.uk www.teachpe.co.uk https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html BBC Bitesize – GCSE Physical Education (Edexcel) www.getrevising.co.uk YouTube – GCSE PE related videos (as instructed by class teachers) Websites of the national governing bodies (NGB's) for the sports delivered BBC Sport GCSE Simplified</p>				<p>Visits to places that can help my learning: Sports Stadiums/Facilities Professional sporting events Outdoor Education centres Sports Museums Sports centres</p>		

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