

Year 8 Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Hound of the Baskervilles (Lit AO1 AO2 AO3 AO7 AO8 AO9)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters</p>	<p>Non-Fiction (Travel Writing) (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Language analysis Evaluate experiences Writing for purpose audience format. Technical accuracy</p> <p>Knowledge: Rhetorical devices Transactional writing structure Socratic writing.</p>	<p>Dystopian Fiction (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis Structure analysis (Beginning, middle end)</p> <p>Knowledge: Language devices Original writing structure Genre conventions</p>	<p>War Poetry (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique Approaching an unseen text.</p> <p>Knowledge: Quotes Context Characters</p>	<p>Animal Farm (Lit AO1 AO2 AO3 AO7 AO8 AO9)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Allegory</p>	<p>Julius Caesar (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Themes Dramatic conventions</p>
Maths	<p>Four operations and indices</p> <ul style="list-style-type: none"> Apply the four mathematical operations to integers, decimals and simple fractions for both positive and negative Use conventional notation for the priority of operations including brackets, powers, roots and reciprocals <p>Averages</p> <ul style="list-style-type: none"> Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency and spread Apply statistics to describe a population <p>Prime factors, HCF, LCF and standard form</p> <ul style="list-style-type: none"> Use the concepts and vocabulary Interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer 	<p>Building on algebra</p> <ul style="list-style-type: none"> Understand the notation of algebra Manipulate algebraic expressions Evaluate algebraic statements <p>Probability</p> <ul style="list-style-type: none"> Relate relative expected frequencies to theoretical probability Record describe and analyse the frequency of outcomes of Construct theoretical possibility spaces to calculate theoretical probabilities Apply systematic listing strategies Record describe and analyse the frequency of outcomes of probability experiments using frequency trees Enumerate sets and combinations of sets Construct theoretical possibility spaces for combined experiments Apply ideas of randomness, fairness and equally likely events 	<p>Fractions and decimals</p> <ul style="list-style-type: none"> Explore links between fractions, decimals and percentage <p>Sequences</p> <ul style="list-style-type: none"> Use a term-to-term rule to generate a sequence Find the term-to-term rule for a sequence Describe a sequence using the term-to-term rule <p>Ratio and proportion</p> <ul style="list-style-type: none"> Express the division of a quantity into two parts as a ratio; Identify and work with fractions in ratio problems Understand and use proportion as equality of ratios Express a multiplicative relationship between two quantities as a ratio or a fraction Use compound units Change freely between compound units Relate ratios to fractions and to linear function 	<p>Bearings, plans, elevations and loci</p> <ul style="list-style-type: none"> Measure line segments and angles in geometric figures, Identify, describe and construct similar shapes, Interpret plans and elevations of 3D shapes Use scale factors, scale diagrams and maps <p>Angle facts and rules</p> <ul style="list-style-type: none"> Understand and use alternate and corresponding angles on parallel lines Derive and use the sum of angles in a triangle 	<p>Solving equations</p> <ul style="list-style-type: none"> Recognise and use relationships between operations, including inverse operations Solve linear equations in one unknown algebraically Solve linear equations with the unknown on both sides of the equation <p>Percentages</p> <ul style="list-style-type: none"> Recognise when a fraction (percentage) should be interpreted as a number or as an operator Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100% Use calculators to increase an amount by a percentage greater than 100% Solve problems involving percentage change Solve financial problems Understand the meaning of giving an exact solution 	<p>Graphs</p> <ul style="list-style-type: none"> Plot graphs of equations that correspond to straight-line graphs in the coordinate plane Identify and interpret gradients and intercepts of linear functions graphically Recognise, sketch and interpret graphs of linear functions and simple quadratic functions Plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to Find approximate solutions to problems such as simple kinematic problems involving distance and speed <p>Presenting data</p> <ul style="list-style-type: none"> Interpret, analyse and compare the distributions of data sets Use and interpret scatter graphs of bivariate data Recognise correlation
Science	<p>Waves 1 & 2 You will be able to... ...Explain what a wave is</p>	<p>Ecosystems 2 You will be able to... ...Explain what an ecosystem is and give examples of living and non-living things in it.</p>	<p>Matter 2 You will be able to... ...Describe the arrangement and movement of particles</p>	<p>Reactions 2 You will be able to... ...Distinguish between physical changes and chemical changes</p>	<p>Organisms 2 You will be able to... ...describe the function of each main part of a plant and animal cell.</p>	<p>Energy 2 You will be able to... ...Tell the difference between renewable (e.g., solar, wind) and non-renewable (e.g.,</p>

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<p>...Describe the difference between transverse and longitudinal waves. ·</p> <p>...Show amplitude, wavelength, and frequency on a wave picture. ·</p> <p>...Explain how sound travels and how loudness and pitch are made.</p> <p>...Explain how light travels, how it bounces, and how it bends.</p> <p>...Describe white light as all colours and why we see specific colours.</p> <p>...Show how waves are used in technology every day.</p> <p>...Explain what a wave is: It carries energy, not stuff, and starts with a wiggle. ·</p> <p>Earth 1 You will be able to...</p> <p>...Name Earth's layers</p> <p>...Describe the Earth's surface has moving plates. ·</p> <p>...Explain how earthquakes and volcanoes are caused</p> <p>...Name the 3 main rock types. ·</p> <p>...Explain how rocks change over time. ·</p> <p>...Explain how Earth spinning makes day and night.</p> <p>...Explain day and night are formed</p> <p>...Explain how years and seasons are formed</p> <p>...Describe the phases of the moon</p> <p>...Name things in our Solar System</p>	<p>...Describe how all the living things in an ecosystem depend on each other and their surroundings.</p> <p>...Explain what producers, consumers, and decomposers do.</p> <p>...Draw and understand food chains and food webs to show how energy moves from one living thing to another.</p> <p>...Give examples of how animals and plants have adaptations that help them survive in their homes.</p> <p>...Explain why it's important that materials like water are recycled in nature.</p> <p>...Explain how people can both help and harm ecosystems, and why having lots of different living things.</p> <p>Forces 2 You will be able to...</p> <p>...Define a force as a push or pull. ·</p> <p>...Explain that forces are interactions between objects.</p> <p>...Name and describe key forces (gravity, friction, air resistance, tension, upthrust).</p> <p>...Explain the difference between balanced and unbalanced forces. ·</p> <p>...Predict the motion of an object based on the forces acting on it.</p> <p>...Draw accurate force diagrams using arrows to represent the direction and relative size of forces. ·</p> <p>...Define speed and calculate it using the formula (speed = distance/time).</p> <p>...Interpret distance time graphs.</p>	<p>in solids, liquids, and gases.</p> <p>...Explain how heating or cooling a substance causes it to change state.</p> <p>...Explain how diffusion works using the particle model.</p> <p>...Interpret a heating curve and explain what is happening at each stage.</p> <p>...Use the particle model to explain why gases can be compressed, but solids and liquids cannot</p> <p>Genes 2 You will be able to...</p> <p>...Explain features and where they come from</p> <p>...Give examples of features from parents (like natural hair colour). ·</p> <p>...Give examples of features from how you live (like a scar).</p> <p>...Explain why people are different</p>	<p>...recognise evidence that a chemical reaction has occurred</p> <p>...identify the reactants and products in a chemical reaction.</p> <p>· ...write word equations to represent common chemical reactions</p> <p>...describe oxidation as a reaction where a substance combines with oxygen.</p> <p>· ...define acids and alkalis (or bases).</p> <p>· ...use indicators and the pH scale to classify substances as acidic, alkaline, or neutral.</p> <p>· ...describe neutralisation as a reaction between an acid and an alkali, producing a salt and water.</p> <p>Science week</p> <p>Complete activities linked to global science themes.</p> <p>Organisms 2 You will be able to...</p> <p>...state that cells are the basic building blocks of all living things.</p> <p>· ...use a light microscope to observe and draw plant and animal cells.</p> <p>· ...identify and label the main parts of an animal cell</p> <p>· ...identify and label the main parts of a plant cell</p>	<p>· ...explain the similarities and differences between plant and animal cells.</p> <p>· ...state that some organisms are unicellular and give examples.</p> <p>· ...explain the role of diffusion in the movement of substances in and out of cell</p> <p>Energy 2 You will be able to...</p> <p>...Explain that energy can't be made or destroyed, only moved or spread out.</p> <p>...Name and give examples of different types of stored energy</p> <p>...Describe the ways energy moves</p> <p>...Explain why some energy is always "wasted" (dissipated) and what efficiency means.</p> <p>...Draw simple diagrams to show how energy moves and gets wasted.</p>	<p>gas, coal) energy sources.</p> <p>...Give a few good and bad points about different energy sources.</p> <p>...Explain how energy helps living things (like plants and animals).</p> <p>...Know that Joules (J) are used to measure energy.</p>
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History	<p>Why was there a witch craze in the seventeenth century?</p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Students will explore the expansion of the British Empire and the impact it had on the colonies they ruled in Africa, India and America. They will focus on how British culture has affected other countries and also how other culture have had an impact on Britain over the centuries, and how these actions have shaped modern Britain and British Values.</p>	<p>How did the transatlantic trade in enslaved people shape the British Empire?</p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Students will explore the impact of the transatlantic trade in enslaved people in the development of the British Empire and its significance. Students will engage with case studies and texts like Stuart's <i>Sugar in the Blood</i> to explore the impact on the enslaved people and those who profited from their exploitation.</p>	<p>What can we learn about the British Empire from the study of India?</p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Students will explore the history of India, from the Mughal Empire to India's conquest by the East India Company, through to the campaign for independence. They will use a range of materials to examine the impact colonialisation had on both India and Britain, and the people who inhabited them.</p>	<p>How far did the Industrial Revolution change Bradford?</p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Building on the idea of revolutions encountered the previous half term, students will explore change and continuity in Britain during the Industrial Revolution. They will explore a range of sources that help them to understand what conditions were like for working people during the Industrial Revolution.</p>	<p>What can sources teach us about WWI?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Students will use sources to explore the causes of the war and what life was like for soldiers during the war. They will consider the experiences of soldiers across the world as well as on the Western Front. They will also develop their understanding of provenance and how this affects the depiction of events.</p>	<p>Can protests bring about change?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the fight for equal and civil rights, studying events from the Chartists and the Suffragettes to the civil rights movement in America and the Stonewall riots. They will explore the significance of these events, how they caused change and how their repercussions are still felt today.</p>
Geography	<p>Tectonic Hazards</p> <p>An understanding of physical geography by considering how physical processes pose major risks to people and property.</p> <p>An understanding of the processes responsible for earthquakes and volcanoes and the effects and responses to these tectonic hazards.</p> <p>An understanding of detailed placed based examples of plate tectonic activity</p> <p>Build on knowledge of maps, atlases and globes</p>	<p>Middle East</p> <p>An enquiry into the region and its varied geography.</p> <p>An understanding of physical and human features in the area.</p> <p>Focusses on the role and impact of oil in the area and the impact on the region's development.</p> <p>Understanding on the many different issues faced in the area.</p>	<p>Climate Change</p> <p>Develops an understanding of how the world is changing around them</p> <p>Focusses on causes of climate change and human induced global warming and the impacts of that</p> <p>An understanding developed on how they could reduce their impacts on the world</p>	<p>China</p> <p>An enquiry approach to exploring what China is like now and the challenges and opportunities it faces in the future.</p> <p>An understanding of physical and human features of a region within Asia.</p> <p>An understanding of the key processes in relation to population, urbanisation, international development and economic activity</p> <p>Build on knowledge of globes, maps and atlases.</p>	<p>Coasts</p> <p>Develops an understanding of physical geography by considering how physical processes shape the coastline and the distinctive landforms that are created</p> <p>Develops an understanding of how human and physical processes influence and change landscapes using place-based exemplars (Towyn)</p> <p>How much human activity relies on the effecting functioning of natural systems</p>	<p>Distinctive UK landscapes</p> <p>An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems</p> <p>Build on knowledge of maps and atlas'</p> <p>Develops place knowledge and an understanding of similarities, differences and links between places</p> <p>Use of detailed place-based examples at a variety of scales</p> <p>Use GIS to view, analyse and interpret places and data</p> <p>Use fieldwork to collect, analyse and draw conclusions from primary data.</p>

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RE	<p>Does God exist?</p> <p>Knowledge: Understand key philosophical questions (e.g. What is philosophy? Why do some people believe in God/a deity). Explore different ways people try to answer life's big questions. Learn about key philosophical thinkers/theories e.g. design argument and ideas in simple terms. Recognise how philosophy influences beliefs, values, & decision-making.</p> <p>Skills: Think critically and question assumptions. Build & explain reasoned arguments. Listen to & evaluate different viewpoints respectfully.</p> <p>Reflect on personal beliefs and how they are formed.</p>	<p>Does religion inspire sustainability?</p> <p>Knowledge: Understand what sustainability means and why it matters. Explore how different religions view the natural world and human responsibility. Learn about religious teachings and actions that promote care for the environment. Recognise how beliefs can influence ethical choices about the planet. This unit allows students to apply their knowledge from previous units on religious and non-religious worldviews and apply it to a pressing matter of today with cross-curricular links to Geography/Science.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make connections between beliefs and real-world issues. Use evidence to explain how religion can inspire environmental action. • Compare different perspectives on sustainability. Reflect on personal responsibility to the environment. 	<p>Can everyone become Buddha?</p> <p>Knowledge: Understand the key beliefs in Buddhism, including enlightenment and the path to becoming a Buddha. Learn about the life of Siddhartha Gautama and his journey to enlightenment. Explore the concepts of the Four Noble Truths and the Eightfold Path. Recognise different Buddhist views on who can achieve enlightenment and how. This links to the previous unit on understanding not just humans but the world around us and how we can navigate through challenges; suffering and loss.</p> <p>Skills:</p> <p>Ask and explore deep questions about identity, purpose, & transformation. Explain Buddhist beliefs using accurate vocabulary & examples. Reflect on personal growth and how beliefs can shape life choices.</p>
PSHCE	<p>Health and wellbeing (keeping safe)</p> <p>Knowledge: What to do in a school emergency Taking legal drugs safely Sextortion Deep fakes My algorithms</p> <p>Skills: Empathy Respecting others Informed decision making Fact finding</p>	<p>Relationships</p> <p>Knowledge: Responsible use of social media Dealing with unplanned encounters When friends us drugs and alcohol Relationship red flags</p> <p>Skills: Respecting others Fact finding Empathy Self-worth</p>	<p>Living in the wider world (understanding the law)</p> <p>Knowledge: Possession of drugs Stop and search E-rides Phishing and hacking Online scams Money mules</p> <p>Skills: Informed decision making Respecting others Fact finding Understanding risk Future planning</p>
Art (Unit Carousel)	<p style="text-align: center;">Masks</p> <p>Students will discover masks from a range of cultures: Native American, African, New Zealand and their different uses from decoration to religious purpose.</p> <p>Develop knowledge and understanding of the different mask cultures. develop in-depth research and explore Pablo Picasso's African period visually in sketchbooks using collage.</p> <p>Students will experiment with designing their own mask, based upon African masks and Cubism, taking inspiration from Pablo Picasso. This will lead to students creating their own cardboard relief mask and demonstrating a good blending technique by applying colour using acrylic paint.</p> <p>Students will look at Mexican sugar skulls masks, they will create a variety of different 2D designs and look at how they can use these designs to create a 3D wearable mask using papier mâché techniques.</p>	<p style="text-align: center;">Figures</p> <p>In this unit students will explore the role of the human figure in art throughout history up to present day. They will study closely the proportions, form and details of the figure enhancing observation and drawing skills and also investigate how shape, colour, line and pattern can be used to show the figure in movement. Students will explore a wide range of concepts including composition, colour theory, framing, drawing, design and abstraction, culminating in a Keith Haring inspired final piece. They will create art based on the figure in different mediums developing their skills in pencil, pencil crayon and paint.</p> <p>Students will begin by exploring the history of the figure in art. They will gain an understanding of proportions of the human figure and will be able to apply these proportions to their own figure drawings. Students will consider the work of other artists and art techniques. During the first half term students will explore how artists have created the illusion of figures movement. Students will explore a wide range of materials in their movement experiments, developing their drawing, painting and mixed media skills.</p>	<p style="text-align: center;">Natural Form Printing</p> <p>This is a printing project which develops students' knowledge awareness of different printing techniques. Students will explore various types of printing through the theme of Nature. They will learn about the vital role bee play in our ecosystem and the steps we can take to protect them.</p> <p>They will explore the visual beauty of nature through drawing and printmaking and from accurate observations to more simple graphic forms. Students will understand the anatomy of the insect and also look at close detail of the finer textures. They will also experiment with tessellating hexagons of hives and how these geometric shapes can be effectively used in their work. Student will also research the steampunk movement to inspire a composition selecting visual elements and considering the balance of colour, texture, tone, pattern and shape.</p> <p>They will explore a wide range of materials, developing their drawing and mixed media skills – particularly focussing on introducing and exploring mono, print, lino print and collagraph techniques.</p>

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			This will culminate in individual lino printed nature and the students own prepared backgrounds.
DT (Unit Carousel)	<p>Food Food from around the world</p> <p>Learners will be developing their practical food skills and where food comes from. Students will focus upon diet and cultures Students will have opportunities to make decisions about their and peers work. Students will generate some of their own success criteria in relation to the learning objectives.</p>	<p>Product Design PD Passive Speaker with LED</p> <p>Learners will develop their practical skills by creating a more demanding product and will focus on high quality finish. Learners will learn how to use new tools and machinery to enhance their independence in the workshop. Learners will have more freedom in creating their own design ideas.</p>	<p>Textiles Reusable Tote/Draw string Bag</p> <p>Learners will build on prior research, design, sewing and evaluation skills. Learners will use specialist techniques to produce a Kandinsky inspired reusable bag. Learners will independently apply chosen techniques and combine together to create a final outcome that is of professional quality.</p>
PE	<p>Team Sports & OAA</p> <p>Football To develop core football skills including dribbling, passing, shooting, and defending; to apply these in small-sided games with increasing tactical awareness.</p> <p>OAA -Develop team building skills to solve problems and complete tasks. - Build up resilience and put resilience into practice when using the climbing wall. - Students will explore methods of motivating self to influence performance levels.</p> <p>Handball - Build fundamental handball skills (passing, dribbling, shooting, defending). - Develop teamwork, communication, and spatial awareness. - Improve confidence and understanding of handball rules and tactics.</p> <p>Rugby - Develop basic passing, catching, and tagging skills - Understand and follow simple rules of tag rugby - Improve movement with the ball and teamwork in games</p> <ul style="list-style-type: none"> • 	<p>Dance, Fitness, Badminton, Basketball</p> <p>Dance -Explore and perform contrasting dance styles (e.g., contemporary, street) - Apply choreographic devices to communicate intent - Develop expressive and technical performance skills - Collaborate effectively in group choreography - Evaluate dance using appropriate terminology</p> <p>Fitness - Develop understanding of fitness components and their application. - Improve cardiovascular endurance, muscular strength, flexibility, and agility. - Apply fitness knowledge to personal goal setting and performance tracking.</p> <p>Badminton -To refine core badminton techniques (grip, serve, clear, drop), develop tactical awareness, and apply skills in structured singles gameplay.</p> <p>Basketball - Improve basic basketball skills (dribbling, passing, shooting, defending) - Understand simple rules and court awareness</p> <ul style="list-style-type: none"> • - Play in small-sided games with cooperation. 	<p>Athletics</p> <ul style="list-style-type: none"> - Develop technique and performance in core athletic events. - Understand rules and safety considerations for each event. - Apply feedback to improve personal performance. - Build resilience and teamwork through competitive activities. <ul style="list-style-type: none"> • Shot Putt • Javelin • Long Jump • High Jump • Relay • 100m/200m <p>Striking and Fielding</p> <p>Rounders -To refine and apply advanced rounders skills in competitive settings. Develop leadership, tactical understanding, and officiating roles.</p> <p>Cricket -Consolidate and extend striking/fielding skills. - Develop advanced batting (front & back foot shots, placement). - Refine bowling accuracy with introduction to variations. - Enhance fielding skills including wicket-keeping. - Apply tactics and teamwork in competitive situations.</p> <p>Softball - Refine softball techniques: batting, fielding, throwing, base running - Apply skills in full game situations with strategic thinking - Improve communication and teamwork in gameplay</p> <ul style="list-style-type: none"> •

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ICT	<p>Digital Literacy</p> <p>NC Points 5, 7, 8 and 9</p> <p>Building on this unit in Y7, learners will further their collaboration skills using Microsoft Teams and a variety of third-party online software. They will investigate emerging technology and how it can be used now and, in the future, to improve productivity or life quality. Learners will revisit e-safety with a focus on 'fake news' and how to distinguish the trustworthiness of information sources.</p> <p>Development from: Y1-Y6 HT1 e-safety. Y7 HT1-2 Digital Literacy Supporting: continuing safe and productive use of internet enabled devices and software throughout secondary Rationale: Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety will improve cultural capital as well as providing a life skill to improve their online presence and avoid being misled online and on social media.</p>		<p>Graphic Design</p> <p>NC Points 7 and 8</p> <p>This unit furthers learners' knowledge of graphic design principles and practical application of advanced digital graphic manipulation. Learners will distinguish how properties of graphics affect their usability for screen and print purposes. Practical lessons will allow students to apply their skills and knowledge to enhance an artwork produced in art (cross-curricular link with art) with bitmap editing and how to produce a vector-based website mock-up.</p> <p>Development from: Y2 HT6 creating pictures, Y7 HT5-6 Graphic Design Supporting: KS4 options art, photography, CMP, iMedia, media studies. Rationale: the ability to create digital graphics supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building</p>		<p>Animation</p> <p>NC Points 7 and 8</p> <p>In this unit, learners will investigate the principles of animation types and techniques, before creating their own 2D frame-by-frame and tweened animations. They will create animation for web using HTML5 and then attempt a set brief in partnership with an industry link local internet marketing company. The finished products will be judged by the company and the winners given a prize in year group assembly.</p> <p>Development from: Y2 HT6 creating pictures, Y7 HT6 Supporting: KS4 options art, CMP, iMedia Rationale: alongside digital graphics, the ability to create animated content supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building.</p>		
	MFL (Spanish)		<p>¿Mi vida en el insti!</p> <p>¿Qué asignaturas estudias? ¿Qué asignaturas te gustan estudiar? ¿Qué hay en tu cole?</p> <p>To be able to: -Ask and answer questions using the topic vocabulary -Say what subjects you study -Say what subjects your best friend studies -Say what subject you like/dislike -Say what subject your best friend likes or dislikes -Say at what day of the week you have specific subjects -Say what day of the week your friend has specific subjects -What facilities there are in your school</p> <p>To learn: -School subjects and adjective to describe them -The verbs: <i>tengo, no tengo, tiene, no tiene, estudio, no estudio, estudia, no estudia</i> -The correct use of definite articles <i>el, la, los, las</i></p>	<p>¿Mi pueblo!</p> <p>¿Dónde vives? ¿Te gusta tu ciudad? ¿Qué hay en tu ciudad? ¿Qué tiendas hay en tu pueblo?</p> <p>To be able to: -Ask and answer questions using the topic vocabulary -Say where you live -Say if you like or dislike where you live -Say what is in your city</p> <p>To learn: -Names of types of buildings, -Use if the verb <i>vivir</i> and its conjugation in the present tense <i>vivo, vives, vive, vivimos, vivís, viven</i> -places in town you find in cities -Use of opinion phrases -Shops and items you can buy in different shops in Spanish -Adjectives related to the topic of towns and cities</p> <p>To revise: -How to say how are you -How to say your name</p>	<p>¿Mi casa!</p> <p>¿Qué hay en tu casa? ¿Te gusta tu casa? ¿Qué hay en tu dormitorio? ¿Dónde está tu osito de peluche?</p> <p>To be able to: -Ask and answer questions using the topic vocabulary -Say in what type of building you live -Say what rooms are in your house -Express opinions about the place you live -Mention what is in your bedroom -Say where something is located in your bedroom</p> <p>To learn: -Names of rooms in your house -Adjectives for describing your house -Vocabulary related to things you can find in your room -The verb <i>hay, no hay</i> -Opinion phrases to describe your house -Preposition like <i>encima de, debajo de, a lado de, entre, a la derecha, a la izquierda</i></p>	<p>¿Mi rutina diaria!</p> <p>¿Cómo es tu rutina diaria?</p> <p>To be able to: -Ask and answer questions using the topic vocabulary -Say what your daily routine is</p> <p>To learn: -Reflexive verbs in the present tense like <i>me relajo, me visto, me lavo, me ducho</i> etc. -Irregular verbs in the present tense <i>voy, acuerdo, despierto, hago, juego</i> etc. -Time phrases <i>por la tarde, por la noche, primero, luego</i> etc. -How to tell the time in Spanish <i>a las siete, a las ocho</i> etc.</p> <p>To revise: -How to say how are you -How to say your name -Numbers -Opinions phrases: <i>me gusta, me encanta, odio</i> -intensifier: <i>muy, bastante, un poco</i></p>	<p>¿Programas y películas!</p> <p>¿Qué tipo de películas te gustan? ¿Qué películas prefieres? ¿Qué tipo de programas prefieres? ¿Qué te gusta ver?</p> <p>To be able to: -Ask and answer questions using the topic vocabulary -Comparing films or TV programmes -Talk about TV and films preferences</p> <p>To learn: -Vocabulary related to TV programmes and films -the conjugation of the verb <i>ver</i> in the present <i>veo, ves, vemos</i> -2 verbs together <i>Me gusta + ver</i> -Opinions/ reasons in the plural <i>son...</i> -Introducing comparative and superlative structures <i>más que, menos que, tan como</i></p> <p>To revise: -How to say how are you -How to say your name</p>

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	<p>-The adjectival agreement for gender and numebrs</p> <p>-Plural forms of nouns</p> <p>To revise:</p> <p>-How to say how are you</p> <p>-How to say your name</p> <p>-Opinions phrases: <i>me gusta, me encanta, odio</i></p> <p>-intensifer: <i>muy, bastante, un poco</i></p> <p>-The verb: <i>tengo, no tengo, hay, no hay</i></p>	<p>-Opinions phrases: <i>me gusta, me encanta, odio</i></p> <p>-intensifer: <i>muy, bastante, un poco</i></p> <p>-The verb: <i>tengo, no tengo, hay, no hay</i></p> <p>-Adjectival agreement rules for gender</p>	<p>To revise:</p> <p>-How to say how are you</p> <p>-How to say your name</p> <p>-Opinions phrases: <i>me gusta, me encanta, odio</i></p> <p>-intensifer: <i>muy, bastante, un poco</i></p> <p>-The verb: <i>tengo, no tengo, hay, no hay</i></p> <p>-Adjectival agreement rules for gender and numbers</p>	<p>-Opinions phrases: <i>me gusta, me encanta, odio</i></p> <p>-intensifer: <i>muy, bastante, un poco</i></p> <p>-Adjectival agreement rules for gender and numbers</p>	<p>verbs <i>estaba, había, tenía</i></p> <p>To revise:</p> <p>-How to say how are you</p> <p>-How to say your name</p> <p>-Opinions phrases: <i>me gusta, me encanta, odio</i></p> <p>-intensifer: <i>muy, bastante, un poco</i></p> <p>-The verb: <i>hay, no hay</i></p> <p>-Adjectival agreement rules for gender and numbers</p>	
Music	<p>Hall of the Mountain King</p> <p>To play a simplified right-hand version of <i>In the Hall of the Mountain King</i> with fluency and accuracy</p> <p>To understand and apply accidentals (sharps/flats) in keyboard performance</p> <p>To develop rhythmic control and recognise musical structure</p> <p>To compose short motifs using repetition, accidentals and dynamic contrast</p> <p>To perform in an ensemble setting using melody, harmony and rhythmic roles</p>	<p>Samba</p> <p>Using tuned and non-tuned percussion students will:</p> <p>Understand how instruments, structures and textures are used in Samba</p> <p>Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music</p> <p>Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.</p>	<p>Offbeat –Calypso</p> <p>Using voice, drum kit and ukulele, students will:</p> <p>Learn to recognise the stylistic conventions of Calypso music</p> <p>Understand how chords contribute to the texture of a song</p> <p>Understand syncopation and how it is used in Calypso music by performing the Calypso Beat.</p> <p>Identify the different layers that make up Calypso music</p> <p>Understand the key themes and style of Calypso lyrics</p>	<p>Blues Music</p> <p>Using a range of instruments and singing, students will:</p> <p>Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.</p> <p>Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line.</p> <p>Understand and demonstrate what makes an “effective” Jazz improvisation e.g., using the notes of the Blues Scale.</p> <p>Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</p>	<p>Variations</p> <p>Using keyboards students will:</p> <p>Develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.</p> <p>Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</p> <p>Understand Variation Form as a type of musical Form and Structure.</p>	<p>Soundtracks</p> <p>Using Bandlab, students will learn:</p> <p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How film music can change the viewer’s interpretation of a scene.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p>
Drama	<p>Sweeney Todd and Melodrama</p> <p>Students will:</p> <p>Explore gothic drama and its features.</p> <p>Analyse characters from Sweeney Todd.</p> <p>Identify stock characters in Melodrama.</p> <p>Perform a piece of melodrama.</p>	<p>A Christmas Carol</p> <p>Students will:</p> <p>Understand the plot, characters, and social context of A Christmas Carol</p> <p>Explore key themes such as redemption, poverty, generosity, and transformation</p> <p>Develop dramatic skills including characterisation, script work, improvisation, and devising</p> <p>Apply techniques such as voice, movement,</p>	<p>Animal Farm</p> <p>Students will:</p> <p>Explore the story and themes of Animal Farm through drama</p> <p>Develop performance skills using voice, movement, and characterisation</p> <p>Analyse and portray key characters and their relationships</p> <p>Understand and communicate political allegory and social</p>	<p>Body and the Battlefield</p> <p>Students will:</p> <p>Explore and interpret war poetry through physical performance</p> <p>Develop knowledge and practical application of physical theatre techniques from key practitioners (Frantic Assembly, DV8, Complicité)</p> <p>Devise original ensemble performances using movement, music, and text</p>	<p>Romeo and Juliet</p> <p>Students will:</p> <p>Understand the story, themes and characters of Romeo and Juliet</p> <p>Explore vocal and physical expression in dramatic scenes</p> <p>Develop design and performance skills through Shakespearean text</p> <p>Analyse and interpret dramatic choices in character and staging</p>	<p>Murder Mystery – Charlie Dimone</p> <p>Students will:</p> <p>Use conventions such as Hot-Seating and Flashbacks in order to develop a murder investigation,</p> <p>Develop acting skills through multi-rolling of characters.</p> <p>Explore the technique of Given Circumstances to devise an ending.</p>

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	<p>Perform scripted extracts from Sweeney Todd.</p> <p>Explore power and status through levels and proxemics</p> <p>Consider lighting and set design for key moments.</p> <p>Devise a performance based on Sweeney Todd exploring the "What if" idea and what the character's motives and intentions are.</p>	<p>roleplay, narration, and tableau</p> <p>Build confidence in performance and reflective evaluation</p>	<p>themes through theatre</p> <p>Work collaboratively in devising, rehearsing, and performing dramatic scenes</p>	<p>Enhance ensemble awareness, physical expressiveness, and non-verbal storytelling</p> <p>Reflect on performance work and evaluate creative choices</p>		
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