

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 8 Curriculum 2020-21

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Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: English Language	Year 8	Teacher: Ms Wilde Mrs Burrow
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Approx. 2 or 3 chapters per month			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	
Sept	1A Writing skills workshop (Vocabulary; spelling strategies; punctuation range; sentence construction; fronted adverbials; complex nouns; prepositional phrases; sentence construction; speaking/listening skills of discussion and effective sharing of ideas; personal targets.)	The focus in Unit 1A is quite specific in terms of specific skills, with these spanning spelling, vocabulary, punctuation, punctuation, sentence construction, and detail within the sentence. The	Visual: Reading of texts/ PowerPoint activities. Graphs. Auditory: Listening to the reading of texts by others. Read/ Write: Exercises from Cambridge Checkpoint and stages textbooks. Kinaesthetic: Building and	Vocabulary; spelling strategies; punctuation range; sentence construction; fronted adverbials; complex nouns; prepositional phrases; sentence construction; speaking/listening skills of

		writing tasks are premised on short pieces of writing so that students are given the opportunity to both try out new skills and consolidate existing ones. Issues of formal and informal language are targeted through the writing of a formal letter and email. As is the case with all Units, a range of activities have been put forward, offering teachers a choice.	presenting Power Points.	discussion and effective sharing of ideas.
Oct	1B Reading (fiction) skills workshop (More complex inference; using textual evidence literary, rhetorical and grammatical features; narrative tension, setting; role play and drama; speaking and listening skills of discussion and collaboration)	Through a range of fiction texts, students are taken through the literary and linguistic features of setting, character; narrative and dramatic tension. Text extracts have been provided, but teachers may well want to use other examples.	Visual: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. Auditory: Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. Read/ Write: Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.	More complex inference; using textual evidence literary, rhetorical and grammatical features; narrative tension, setting; role play and drama; speaking and listening skills of discussion and collaboration.
Nov	1C Speaking and listening workshop (Organisation of effective explanations and presentations; working collaboratively in a group to	Unit 1C takes students through the features of successful explanations, presentations and how to conduct a formal	Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and games	Organisation of effective explanations and presentations; working collaboratively in a group

	formulate plans of action; ways to ask and answer questions; rules of formal debate.)	debate.	online. Read/ Write: creative writing tasks. Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.	to formulate plans of action; ways to ask and answer questions; rules of formal debate
Dec	2A More on non-fiction (Across reading and writing, the presentational, organisational, linguistic and literary features of the leaflets, reports, reviews, magazine articles, summaries)	Students are taken through features of leaflets, reports, reviews, magazine articles, summaries. Teachers who wish to focus on diary entries, newspaper reports, autobiography can find detailed teaching/learning guidance in Units 2A, B and C of Stage 7.	Visual: Newspaper articles, physical and online material. Auditory: Listening to the readings of non fiction texts. Responding to set questions that aren't written on the board or typed already for students. Read/ Write: Discursive writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.	Across reading and writing, the presentational, organisational, linguistic and literary features of the leaflets, reports, reviews, magazine articles, summaries; discussion, collaboration.
Janu	2B School magazine project (Structural, presentational, linguistic and rhetorical features of a range of non-fiction texts)	Students will work in groups to create their own school magazine, incorporating a wide range of non-fiction texts - reports, comment, review, blog, explanation, summaries, advertisement, letter, email	Visual: Newspaper articles, physical and online material. Auditory: Listening to journalists. Responding to direct questioning of key journalistic features. Responding to set questions that aren't written on the board or typed already for students. Read/ Write: Informative writing. Responding to tasks of	Structural, presentational, linguistic and rhetorical features of a range of non-fiction texts; key skills of discussion, collaboration

			<p>auditory setting. Creative writing tasks.</p> <p>Kinaesthetic: Group work, designing class-room.</p>	
Febr	<p>2C Poetry please! (Effect of literary, structural and linguistic features; development of poets' ideas; comparison of poems from different cultures; discussion, collaboration, role play and drama.)</p>	<p>A choice of poems and activities are detailed, enabling teachers to choose the most appropriate poem and activity in relation to their students' needs. Students should not only study poems, but also use some of the techniques discovered in their own writing. Some of the activities suggested for Year 7 have been repeated, but others - more suitable for Stage 8 - have been added.</p>	<p>Visual: researching techniques/ presenting findings. Auditory: Listening to recordings and to members of the class. Responding to direct questioning.. Read/ Write: Personal writing. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Effect of literary, structural and linguistic features; development of poets' ideas; comparison of poems from different cultures; discussion, collaboration, role play and drama.</p>
March	<p>3A Myths and legends from around the world (Exploration of a wide range of texts; development of a writer's ideas, viewpoint and themes and relating to other texts read; comparison of texts from different cultures and times; exploration of how different audiences respond to texts; role play and drama; collaboration and discussion)</p>	<p>Students explore myths and legends from other cultures, through reading, writing and drama.</p>	<p>Visual: Reading original material/ novels/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write:]Responsive writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Exploration of a wide range of texts; development of a writer's ideas, viewpoint and themes and relate to other texts read; comparison of texts from different cultures and times; exploration of how different audiences</p>

				respond to texts; role play and drama; collaboration and discussion.
April	3B Learning more about fiction (Planning narrative; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence; collaboration and discussion.)	This unit explores in more depth key features of narrative structure and character, and how they are utilised and positioned in fiction texts.	Visual: Reading original material/ plays/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Creative writing skills. Kinaesthetic: Group presentations. Role Play.	Planning; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence; collaboration and discussion
May	3C Television News (Issues of fact and opinion; bias and viewpoint; note-taking; structure of news reports; issues of audience and purpose; collaboration, discussion; working in groups too formulate ideas and plans of action; role play and drama; interviews and variations in spoken language.)	Students will learn about the structure of television news, and use this knowledge to present their own version of a televised schools news programme.	Visual: analysis of TV news. Presenting ideas. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Creative writing skills- poetry literary techniques. Kinaesthetic: Group presentations. Role Play.	Issues of fact and opinion; bias and viewpoint; note-taking; structure of news reports; issues of audience and purpose; collaboration, discussion; working in groups to formulate ideas and plans of action; role play and drama; interviews and variations in spoken language.
June	Yr 8 Cambridge assessments			June: Final end of year exams

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Mathematics	Year 8	Teachers: Gemma Flint & Isaac Muñoz
No. of lessons per week: 45	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	<u>Chapter 1: Working with numbers</u>	Review negative numbers. Find the prime numbers, HCF and LCM of whole numbers. Work with powers and roots. Define prime factors, work a number as a product of its prime factors.	Visual: Shape of different triangles and quadrilaterals Auditory: Explanation of operations and find numbers Read/Write: Exercise from chapter 1. Kinaesthetic: use rulers to draw line numbers	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with detailed marking of the controlled assessments of exam paper once every 2-3 weeks

September/ October	<u>Chapter 2: Geometry</u>	<p>Know and use properties of angles in triangles and quadrilaterals Recognise some geometric properties of quadrilaterals.</p> <p>Angles on parallel lines.</p> <p>Constructions of shapes.</p>	<p>Visual: Shape of different triangles and quadrilaterals Auditory: Explanation of operations and find numbers Read/Write: Exercise from chapter 1, 2. Kinaesthetic: use rulers to draw triangles and quadrilaterals and protractors to measure.</p>	<p>Exercises in class and homework</p> <p>Worksheet</p>
October	<u>Chapter 6: Area</u>	<p>Calculate area of triangle, parallelogram and trapezium Know and use the correct units</p>	<p>Visual: Probability scales and pictures of grids. Auditory: Explanation in the whiteboard Read/Write: Exercise from chapter 3. Kinaesthetic: Use dice to find probability of results.</p>	<p>Exercises in class and homework</p> <p>Worksheet</p> <p>Exam</p>
November	<u>Chapter 4: Percentages</u>	<p>Work out percentages and percentages increases and decreases. Calculate a change as a percentage.</p> <p>Transformations of 2-D shapes (rotations, translations).</p>	<p>Visual:Diagrams to represent shaded fractions. Auditory: Explanation in the whiteboard Read/Write: Exercise from chapter 4.</p>	<p>Exercises in class and homework</p> <p>Worksheet</p> <p>Exam</p>

November	<u>Chapter 5: Sequences</u>	Use flow diagrams to generate sequences. Use n th term of a sequence to calculate any term. Work out n th term of a sequence. Study the fibonacci sequence.	Visual: Pattern to reproduce sequences. Auditory: Explanation in the whiteboard Read/Write: Exercise from chapter5. Kinaesthetic: Use matches to produce patterns that represent frequencies.	Exercises in class and homework Worksheet Exam
December	<u>Chapter 3: Probability</u>	Define probability. Find the probability of an event occur in different cases. Experimental probability	Visual: Recognise all the types of shapes and figures Auditory: Explanation in the whiteboard with formulas. Read/Write: Exercise from chapter 6 Kinaesthetic: Use rulers to draw quadrilaterals.	Exercises in class and homework Worksheet Final term exam (all topic met so far)
January	<u>Chapter10: Algebraic operations</u>	Write and simplify expressions involving all operations Multiply out brackets in algebraic expressions. Identify equivalent expressions. Write algebraic expressions involving powers.	Visual: Using algebraic expressions with 2D shapes. Auditory: Videos of myimaths. Read/Write: Exercise from chapter 10. Kinaesthetic: Drawing 2D shapes..	Exercises in class and homework. Worksheet.

January/ February	<u>Chapter 8: Simplifying numbers</u>	Use power of 10 Round numbers to decimal place and significant figures Operations standard form.	Visual: Using myimaths solving exercises of standard form. Auditory: Listen the teacher's explanation. Read/Write: Exercise from chapter 8.	Exercises in class and homework. Worksheet. Exam
February	<u>Chapter 9: Interpreting data</u>	Produce and use Stem-and-leaf diagrams, pie charts and scatter graphs.	Visual: Using the different kind of graphs and diagrams. Auditory: Explanation. Read/Write: Exercise from chapter 9. Kinaesthetic: Draw pie charts and scatter graphs.	Exercises in class and homework. Worksheet.
March	<u>Chapter 15: Equations and formulae</u>	Rearrange formulae. Solve equations (simple equations, equations involving brackets and equations where the variable occurs more than once).	Visual: Myimaths presentation. Auditory: Explanation of the step to follow to solve equation Read/Write: Exercise from chapter 15. Kinaesthetic: Using calculators.	Exercises in class and homework. Exam
March / April	<u>Chapter 12: Fractions and decimals</u>	Add, subtract, multiply and divide fractions and integers. Add, subtract, multiply and divide	Visual: Visual representation of fractions.	Exercises in class and homework.

		large and small numbers	<p>Auditory: Teacher's explanation in the whiteboard.</p> <p>Read/Write: Exercise from chapter 15.</p> <p>Kinaesthetic: Using calculators.</p>	Exam.
May	<p><u>Chapter 11: Congruence and similarity</u></p> <p><u>Chapter 14: Circles</u></p>	<p>Recognise congruent shapes. Enlarge a shape by a scale factor. Use shape and ratio. Use scales in drawings maps.</p> <p>Study the parts of a circle. Calculate the circumference and area of a circle.</p>	<p>Visual: Recognising congruent shapes.</p> <p>Auditory: Myimaths presentation with steps to enlarge shapes.</p> <p>Read/Write: Exercise from chapter 11 and 14.</p> <p>Kinaesthetic: Using ruler for enlargements.</p>	<p>Exercises in class and homework.</p> <p>Worksheet.</p>
June	<u>Chapter 7: Graphs</u>	<p>Study and draw graphs from linear equations. Work out the gradient of a straight line. Draw graphs from simple quadratic equations. Use real-life graphs</p>	<p>Visual: Recognise congruent shapes. Recognise graph of different functions. Identify the transformations of shapes.</p> <p>Auditory: Listen the process to calculate gradient.</p> <p>Read/Write: Exercise from chapter 7.</p> <p>Kinaesthetic: Use rulers to draw graphs.</p>	<p>Exercises in class and homework</p> <p>Worksheet</p> <p>Exam</p>

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Science	Year 8	Teacher Shereeze Gaskin C Thomas
No. of lessons per week: 4	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Obtaining Food	<p>The need of plants for carbon dioxide, water and light for photosynthesis and that this process makes biomass and oxygen</p> <p>The constituents of a balanced diet and the functions of various nutrients</p> <p>The effects of nutritional deficiencies</p> <p>The relationship between diet and fitness</p> <p>The organs and functions of the alimentary canal</p> <p>The function of enzymes</p>	<p>Discuss how the leaf is adapted to photosynthesis A</p> <p>Test the formation of oxygen from pond weed. K</p> <p>Test leaves for starch K</p> <p>Investigate which foods contain protein, fats, starch, reducing sugars K/V</p> <p>Investigate the effects of nutritional deficiencies using secondary sources R/W</p>	<p>Weekly homeworks on each topic</p> <p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>
Oct	Elements, Mixtures and Compounds	<p>Changes of state, gas pressure and diffusion.</p> <p>The chemical symbols for the first twenty elements of the Periodic Table.</p> <p>Elements, compounds and mixtures</p>	<p>The particle theory of matter used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion A</p> <p>Demonstrate examples of diffusion in liquids and gases V/K</p> <p>Explain that the simplest form of particle is the atom A</p>	<p>Weekly homeworks on each topic</p> <p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>

			Distinguish between an element, a mixture and a compound A/V	
Nov	Light	How light travels and the formation of shadows. How non-luminous objects are seen. Reflection at a plane surface and use the law of reflection. Refraction at the boundary between air and glass or air and water. The dispersion of white light. Colour addition and subtraction, and the absorption and reflection of coloured light	Observe sources of light - candles, bulbs etc V Make and use a pinhole camera K Make a simple periscope from cardboard tubes and small plastic or aluminium mirrors K explain that some colours are absorbed and some transmitted A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Dec	Respiration and Circulation	How water and mineral salts are absorbed and transported in flowering plant The basic components of the circulatory system and their functions. The basic components of the respiratory system and their functions. Gaseous exchange. The effects of smoking. Aerobic respiration	Observe roots and root hairs of previously germinated seeds V Dissection of an animal heart K Diagrams and videos of the circulatory and respiratory systems V Research disorders of the circulatory system using secondary sources R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Janu	Metals, Non-metals and Corrosion	The differences between metals and non-metals. Chemical reactions which are not useful. Word equations	Compare properties of metals and non-metals V Research the corrosion of other metals such as magnesium, aluminium, zinc, tin and copper R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Sound	The properties of sound in terms of movement of air particles. The link between loudness and amplitude, pitch and frequency	Make sounds with simple objects such as plucking stretched elastic bands on a box, twanging rulers, blowing across test tubes A Demonstrate ear structure using a model ear V	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar	Reproduction and Growth	The human reproductive system, including the menstrual cycle, fertilisation and foetal development.	Diagram of the organs of the male and female reproductive system V	Weekly homeworks on each topic

		<p>The physical and emotional changes that take place during adolescence.</p> <p>How conception, growth, development, behaviour and health can be affected by diet, drugs and disease</p>	<p>Discuss about the sperm being deposited in the vagina and having to move to where the egg is and the egg being moved down the oviduct A</p> <p>Sequence pictures or diagrams illustrating ovulation, fertilisation, cell division and implantation K</p> <p>Investigate a small number of diseases that are prevalent in your country R/W</p>	<p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>
April	Chemical Reactions	<p>Some common compounds including oxides, hydroxides, chlorides, sulphates and carbonates.</p> <p>Using word equations to describe a reaction</p>	<p>Investigate some chemical reactions K/V</p> <p>Write word equations to describe chemical reactions R/W</p>	<p>Weekly homeworks on each topic</p> <p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>
May	Forces and Magnets	<p>Speed including interpreting simple distance/time graphs.</p> <p>How magnetism can be used to move things</p>	<p>Calculate average speed using timing gates</p> <p>Produce distance-time graphs.R/W</p> <p>Investigate the properties of magnets K</p>	<p>Weekly homeworks on each topic</p> <p>Observation of practical skills</p> <p>Contribution to class and group activities</p> <p>End of unit test</p>
June	Revision			End of year test

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Computer Science	Year 8	Teacher: P Reichenbach
No. of lessons per week: 2	Date: 2020-21	

Week	Topic	Activities	Assessment
1-6	<p><i>1. The nature of technology - understanding networks</i></p> <p>1.1 Network hardware 1.2 How a network fits together 1.3 Sending messages over the internet 1.4 Sending messages: a simulation 1.5 Connecting to a network 1.6 In the cloud</p>	<p>Students will learn about network hardware and how the components work together. They will study how messages are sent over the internet using packet switching and learn how to connect to a network and problem solve connection errors.</p> <p>Students will study cloud storage and other services in the cloud.</p>	<p>Students will be tested on their knowledge of networks and the cloud, and make a presentation explaining how to connect to a network and use the internet. Students will self-evaluate their progress.</p>
7-12	<p><i>2. Digital literacy: Computers and learning</i></p> <p>2.1 Using computers for learning 2.2 Using computers for discovery 2.3 What is e-learning? 2.4 Starting your e-learning project 2.5 Create an e-learning slide 2.6 Add a test question</p>	<p>Students will learn how computers are used to help people learn, and study how computers are used to make discoveries. The students will discover how to use online research to help complete a project.</p>	<p>Students will be tested on their knowledge of using the internet for research, and assess their performance in the weekly activities from the unit. Students will self-evaluate their progress.</p>
13-18	<p><i>3. Computational thinking: Team manager</i></p> <p>3.1 Make a list 3.2 Work with list elements 3.3 Block bad input 3.4 Traverse a list 3.5 Menu of choices 3.6 Activate the menu choices</p>	<p>Students will learn how to store a series of items as a list and how to add, delete and edit items in the list. They will learn how to look at every value in a list and how to make a menu interface to assist a user.</p> <p>Students will learn how to block bad input to stop a program from crashing.</p>	<p>Students will be tested on their knowledge of lists and skills in using lists. Students will create a list which stores the names of cities. Students will self-evaluate their progress.</p>
19-24	<p><i>4. Programming: Atom finder</i></p>	<p>Students will learn how to store blocks</p>	<p>Students will be tested on their knowledge of the</p>

	<p>4.1 Amend a program 4.2 Make and use procedures 4.3 Linear search 4.4 Linear search procedure 4.5 Two types of search 4.6 Binary search</p>	<p>of code as procedures and use them in programs. They will learn how to create a procedure and find an element in a list. Students will learn how to compare algorithms used for searching a list.</p>	<p>algorithms used to manage information in lists. They will debug a program and add code to it. Students will self-evaluate their progress.</p>
25-30	<p><i>5. Multimedia: Creating and sharing digital media assets</i> 5.1 Plan a media project 5.2 Understand requirements 5.3 Make technology choices 5.4 Create and share content 5.5 Make a rough cut of your video 5.6 Make a share the final cut</p>	<p>Students will learn how to plan a media project using a brief and storyboard. They will learn how to choose the right hardware and software for a project. Students will learn how to record video clips and edit them using video editing software.</p>	<p>Students will be tested on their knowledge of the hardware and software used to manipulate video content. They will complete a checklist of a video manipulation project, and self-evaluate their progress.</p>
31-36	<p><i>6. Numbers and data: Mobile medical services</i> 6.1 What medical supplies do you have? 6.2 Surplus or shortfall? 6.3 Can you do more? 6.4 What to order? 6.5 Summary data 6.6 Plan for the future</p>	<p>Students will learn how to analyse data stored in a data table. Students will learn how to use computer data to help with decision making.</p>	<p>Students will be tested on their knowledge of data tables and formulas. They will also create a data table. Students will self-evaluate their progress.</p>

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Global Minds	Year 8	Teacher: Matthew Ives
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept - Dec	Journeys 2	Who we are? Where we are in time and place? How we move around our world? Learning skills Managing situations Managing information Where we are in place and time? Managing self - vocabulary development Relating to people How we organise ourselves	Visits to history museum Expressing ourselves in a variety of ways creatively Cartoon making Group activities Pair share Planning	Oral history Cave art Rivers and settlements 'our documentary' The human journey prehistory to now Cartoon
Jan - Mar	New Superpower	How we express ourselves Where we are in time and place? Economic understanding Citizenship Learning to learn Managing information Managing situations Managing self - Language Speaking and listening Relating to people How we organise ourselves	Group work IT skills Power point presentation Enquiry based learning Explaining Illustrating information artistically Using technology model making	In depth country study Group presentation Cartoons
Apr-Jun	Renaissance and Reformation Across Europe	Where we are in time and place How we move around our world My amazing brain History snapshots of the renaissance and reformation	Mind mapping Visits to cathedrals museums and Art galleries Model making group work	Brain model ICT simulations The power and the glory Religious Changes over time

		<p>In Europe and the impact of this development on the world today</p> <ul style="list-style-type: none"> Citizen ship Managing situations Relating to people Managing information Visual learning reading pictures Organizational skills Managing self - Vocabulary development 	<p>Jigsaw approach within a group putting it all together</p> <p>Explaining using models</p> <ul style="list-style-type: none"> ICT simulations Mind games role plays 	<p>Renaissance - growth of ideas science and culture in Europe</p>
		<p>Further topic planning is available in the archive 2018-19 but time constraints mean that it is very unlikely that these will be covered. These topics were planned when Global Minds had more lessons per week than it currently does.</p>		

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Spanish Lengua	Year 8	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
1 ^o Trimestre 7-9-20 al 22-12-20	Tema 1. Mis ocupaciones. Tema 2. El sabio y el niño. Tema 3. La huerta. Tema 4. La alimentación y la cultura.	Lectura: "Danny, el campeón del mundo", "Relatos populares del mundo", "La noche más oscura", "Comer. Literatura: El texto y sus clases, la narración, la descripción, la exposición. Gramática: La palabra, el nombre, el adjetivo, los determinantes y los pronombres. Ortografía: la división en sílabas, las reglas de acentuación, la acentuación de diptongos e hiatos, la tilde diacrítica.		<p>Crterios de evaluación</p> <p>Calificación</p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>60 % de la nota: Exámenes y controles 60%</p> <p>40% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase.</p> <p>CrteriosExámenes</p> <p>En los exámenes, se restará 0'1p por cada falta de ortografía. No se podrán contabilizar más de 10 faltas (1punto por examen) y se dará al alumno la opción de recuperar la puntuación perdida.</p>

<p>2° Trimestre 7-1-21 al 26-3-21</p>	<p>Tema 5. La piratería es noticia.</p> <p>Tema 6. Una conversación extraña.</p> <p>Tema 7. Un mensaje para Simón.</p> <p>Tema 8. Los chicos harapientos.</p>	<p>Lectura: <i>"Fray Perico, Calcetín y el guerrillero Martín", "Insu-Pu: la isla de los niños perdidos" y "El cartero de Neruda". "Salud y placer" y "Los reyes de la RAE"</i></p> <p>Literatura: el diálogo, los textos de la vida diaria y los géneros literarios y los textos periodísticos.</p> <p>Gramática: la conjugación verbal, el adverbio, la preposición, la conjunción y la interjección y el verbo</p> <p>Ortografía: la letra b, la letra v y la letra g y la letra j, el uso de las mayúsculas y las minúsculas.</p>	<p>de evaluación</p> <p>Deberes:</p> <p>Cuando haya deberes, se puntuará:</p> <ul style="list-style-type: none"> - 2 puntos si el alumno tiene todos los deberes hechos - 1 puntos si algún ejercicio está incompleto - 0 puntos y además se restará 1 punto, si no se han hecho los deberes. <p>Trabajos de redacción.</p> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado y contará en la nota media.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio. Como serán deberes no hechos, se le restará 1 punto.</p> <p>Se descontarán puntos por las faltas de ortografía:</p>
<p>3° Trimestre 13-4-21 al 23-6-21</p>	<p>Tema 9. Los ojos verdes.</p> <p>Tema 10. Una leyenda jienense.</p> <p>Tema 11. Ya sube el telón.</p>	<p>Lectura: <i>"El lector de Julio Verne", "Cuentos y leyendas de los maoríes, pueblo de Oceanía", "La dama del alba"</i></p> <p>Literatura: los recursos literarios, las narraciones literarias</p>	<p>En year 8 y 9, se restará 0'25 por cada falta de ortografía.</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía.</p> <p>Los acentos se consideran faltas de ortografía.</p> <p>Las comas, puntos, punto y coma y dos puntos no son faltas de ortografía excepto el punto final, los dos puntos en el saludo de las cartas y las comas de una enumeración. El uso de los guiones y comillas sí serán faltas de ortografía.</p>

Gramática: el predicado, el significado de las palabras, la diversidad lingüística de España.

Ortografía: la letra h, las letras c, z, qu, k, el punto y los dos puntos.

Dictados

Los dictados se harán sobre cualquier texto de lectura del libro de Lengua. No se avisará sobre el mismo.

En year 8 y 9, se restará 0'25 por cada falta de ortografía. (20 faltas=5puntos)

En year 10 y 11, se restará 0'40 por cada falta de ortografía (13 faltas=5'2 puntos)

Los acentos se consideran faltas de ortografía.

Los signos de puntuación no serán considerados como faltas de ortografía.

Otros trabajos de clase:

Cuando se mande otro tipo de trabajo, proyecto, etc., el alumno será informado de cómo se evaluará y puntuará ese trabajo para que esté informado en todo momento.

Traer todo el material de clase: los alumnos tienen que traer el material completo a clase.

- Si un alumno no trae libro o libreta se pondrá 1 punto a todos los compañeros excepto a los alumnos que no tengan ni libro o libreta.
- Si no trae ni libro ni libreta, se pondrá 1 punto a todos los compañeros pero además se restará 1 punto al alumno que no ha traído ni su libro ni su libreta.

Cuadernos de clase.

En la corrección de los cuadernos se tendrán en cuenta dos criterios:

- Presentación

			<p>- Trabajo</p> <p>Por ello, se puntuarán:</p> <ul style="list-style-type: none"> - 2 puntos. Si cumple con la presentación y el trabajo adecuados - 1 puntos. Si solo cumple con la presentación o el trabajo. - 0 puntos. Si no cumple ni con el trabajo ni con la presentación. <p><u>Presentación</u></p> <p>En la presentación de la libreta tendré en cuenta:</p> <ul style="list-style-type: none"> • Trabajo ordenado. • Libreta limpia y con buena letra. • Epígrafes y títulos del trabajo • En el margen de la libreta, hay que escribir el número de las páginas y de los ejercicios que se hayan realizado • Se pueden utilizar colores para los títulos, los números, etc. pero los ejercicios deben estar hechos con bolígrafo azul o negro y se debe utilizar el mismo color (a elegir por el alumno) en la corrección. <p><u>Trabajo</u></p> <p>Se tendrá en cuenta que el trabajo esté completo y bien hecho.</p> <p>Hay que hacer <u>todos</u> los ejercicios que se mandan en clase. Cuando un ejercicio tiene varios apartados, también tienen que estar todos hechos y bien señalados en la libreta. No aceptaré que un ejercicio no se haga porque "no se entiende". Todos los ejercicios se corresponden con los contenidos dados en clase y por lo tanto, toda la información está en el libro a la mano del alumno, así que, al menos, se</p>
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			<p>debe intentar hacerlo. Corregimos para aprender, si tenemos dudas sobre un ejercicio, se pregunta en clase.</p> <p>Las respuestas tienen que ser completas, las oraciones y los textos de los ejercicios se copian completos, los ejercicios de "verdadero y falso" se copian completos. Cuando se dé una fotocopia para facilitar un ejercicio, esta tiene que estar bien pegada en la libreta en el ejercicio que le corresponde. Las preguntas no se pueden responder con "sí" o "no", siempre hay que responder ¿por qué sí o por qué no?. Las preguntas de razonamiento tienen que responderse de forma completa.</p> <p>En la corrección de las libretas, el alumno pondrá un "tic" si el ejercicio está correcto pero si no está bien el ejercicio, debe ponerse la respuesta correcta.</p> <p>Calificaciones:</p> <p>Los trabajos de clase y los exámenes se calificarán con nota numérica hasta dos decimales. Para la nota final se hará redondeo a partir de 0'75 (8'75 = 9)</p> <p>Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.</p>
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Scheme of Work and Assessment Year 8 2020-21

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Subject: Spanish Sociales	Year 8	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
Approx. 6 Units per term			Teaching & Learning Styles (VARK):	
September/ December	<p>Unidad 1: La representación de la Tierra</p> <p>Unidad 2: El relieve terrestre</p>	<p>La Tierra: un planeta del Sistema Solar Las capas externas de la Tierra y sus movimientos. El globo terráqueo y los mapas, Los elementos de un mapa Los puntos cardinales. Los hemisferios. La latitud y la longitud. La escala: definición y tipos. Usar la escala en un plano y en un mapa. Utilizar el mapa de usos horarios.</p> <p>La estructura interna de la Tierra Los océanos y los continentes. Las placas tectónicas. El concepto de relieve. Las formas del relieve terrestre Las fuerzas del interior de la Tierra, origen del relieve: fallas, pliegues, terremotos y erupciones volcánicas.</p>	<p>Visual: Interpretar la leyenda de mapas Auditory: Dictar coordenadas y puntos cardinales para orientarse en el espacio Read/Write: Activities from Unit 1 Kinaesthetic: Localizar un punto en un mapa utilizando las coordenadas geográficas: latitud y longitud.</p> <p>Visual/Auditory: Interpretar representaciones esquemáticas del interior de la Tierra y de las formas del relieve terrestre. Utilizar algunos mapas de océanos y continentes, de placas tectónicas, del relieve del mundo. Read/Write: Activities from Unit 2</p>	<p>For each unit a test with questions of different types, marked by teacher.</p> <p>All activities in books, for class work and homework is self-marked, peer marked and checked by teacher to check layout and content and give a grade for attainment and effort.</p> <p>Oral participation and class contributions.</p>

	<p>Unidad 3: Las aguas</p> <p>Unidad 5: Los paisajes de la Tierra</p> <p>Unidad 6: Las personas y el medio natural</p>	<p>El relieve cambia: la acción de la temperatura, el agua, el viento y los seres vivos sobre el relieve terrestre.</p> <p>Los lagos: qué son, orígenes. Las aguas subterráneas: qué son, formación, importancia. Los glaciares: qué son, partes.</p> <p>Los paisajes: situación, clima, ríos, vegetación, humanización. El paisaje ecuatorial. El paisaje tropical. Los desiertos. El paisaje mediterráneo El paisaje continental El paisaje oceánico El paisaje polar. El paisaje de alta montaña</p> <p>Comparar un paisaje antes y después de ser transformado por los seres humanos. Analizar cómo se adaptan las personas a los distintos medios naturales y cómo esto da como resultado distintos paisajes transformados. Extraer información medioambiental de distintos mapas temáticos</p>	<p>Visual/Auditory: Interpretar dibujos esquemáticos: un glaciar de montaña. Utilizar algunos mapas básicos: de ríos, de mares, de lagos.</p> <p>Read/Write: Activities from Unit 3</p> <p>Visual/Auditory: Interpretar representaciones esquemáticas de los paisajes terrestre.</p> <p>Read/Write: Activities from Unit 5 Kinaesthetic: Elaborar croquis y climogramas</p> <p>Read/Write: Activities from Unit 6</p>	
January/ March	Unidad 7: Atlas de los continentes	<p>Conocer los rasgos físicos de los continentes: África, Asia, Oceanía, América, la Antártida y Europa. Explicar las razones que definen la configuración física de cada uno de los continentes citados.</p>	<p>Visual/Auditory: Interpretar mapas de relieve, ríos y climas a escala continental, nacional y regional Interpretar gráficos de</p>	

	<p>Unidad 8: Atlas de España y de nuestra Comunidad Autónoma.</p>	<p>Localizar en un mapa los elementos básicos que configuran el medio físico de los continentes. Utilizar el atlas.</p>	<p>picos y ríos de cada continente, de España y Andalucía Read/Write: Activities from Unit7-8</p>	
	<p>Unidad 9: La Prehistoria</p>	<p>Conocer los principales rasgos físicos de España y explicar las razones de su configuración física. Conocer los principales rasgos físicos de Andalucía y explicar las razones de su configuración física. Localizar en mapas los elementos básicos que configuran el medio físico de España y de nuestra Andalucía. Utilizar el atlas.</p>	<p>Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Read/Write: Activities from Unit9</p>	
	<p>Unidad 10: Mesopotamia.</p>	<p>La Prehistoria y la Historia. Las etapas de la Prehistoria El trabajo del arqueólogo. El proceso de hominización. El Paleolítico. El Neolítico. La Edad de los Metales. La Edad de los Metales en Andalucía.</p>	<p>Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Read/Write: Activities from Unit10</p>	
	<p>Unidad 11: El antiguo Egipto</p>	<p>Las civilizaciones fluviales: definición y características. El espacio mesopotámico. La historia de Mesopotamia: contexto temporal y etapas. La estructura social mesopotámica. La cultura mesopotámica: religión, arquitectura, escultura.</p>	<p>Visual/Auditory: Interpretación de líneas del tiempo. Análisis de</p>	
		<p>La influencia del Nilo en la forma de vida., Las etapas de la historia egipcia.</p>		

		<p>El poder del faraón. Una sociedad desigual: privilegiados y no privilegiados. La vida cotidiana en el campo y en la ciudad. Las creencias: politeísmo y vida después de la muerte. El arte: la arquitectura monumental (templos y tumbas), la escultura, la pintura y las artes menores.</p>	<p>dibujos y fotografías de restos reales para obtener información. Read/Write: Activities from Unit11</p>	
April/June	Unidad 12: La historia de los griegos	<p>El espacio griego. Las etapas de la historia griega. La época arcaica: nacimiento de las polis y colonización griega. La época clásica: las Guerras Médicas, el esplendor de Atenas y la Guerra del Peloponeso. El imperio de Alejandro Magno. El helenismo</p>	<p>Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Interpretación del plano de un edificio. Read/Write: Activities from Unit12-13</p>	
	Unidad 13: La forma de vida de los griegos	<p>La sociedad griega. La democracia ateniense. Las actividades económicas. La vida cotidiana: alimentación, vestido y vivienda. Las ciudades. La religión griega: dioses y héroes los mitos, el culto religioso. La arquitectura: los templos. La escultura. La cultura de la razón.</p>		
		<p>El espacio romano. Las etapas de la historia romana.</p>		

<p>Unidad 14: La historia de los romanos</p>	<p>La Monarquía: gobierno. La República: la forma de gobierno, la lucha entre patricios y plebeyos, las Guerras Púnicas. La crisis de la República. El Alto Imperio: gobierno, características. El Bajo Imperio: la crisis del siglo III, la recuperación del siglo IV.</p>	<p>Visual/Auditory: Interpretación de mapas históricos y de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información. Interpretación de organigramas. Análisis de la foto aérea de los restos de una ciudad. Análisis de edificios.</p> <p>Read/Write: Activities from Unit14-15</p> <p>Read/Write: Activities from Unit16</p>	
<p>Unidad 15: La forma de vida de los romanos</p>	<p>La sociedad romana. Las actividades económicas. La vida cotidiana: alimentación, vestido vivienda. Las ciudades. La religión romana: paganismo y cristianismo. La arquitectura: principales edificios y técnicas de construcción</p>		
<p>Unidad 16: Hispania en la Antigüedad. El caso de Andalucía</p>	<p>Los íberos en Andalucía. Los celtas: situación espacio-temporal, organización política y social, economía, creencias y arte. La conquista romana de Hispania, con atención especial a Andalucía. La sociedad y hispanorromana. La economía hispanorromana. La romanización en Hispania en general y de Andalucía en particular: las ciudades y el arte.</p>		
<p>Unidad 17: La caída del imperio romano. Los germanos</p>	<p>Imperio romano de Occidente y Oriente Pueblos bárbaros. Los reinos germanos.</p>		

		Reino visigodo de Tolosa. Y Toledo Sociedad visigoda	Read/Write: Activities from Unit17	

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Spanish 2nd Language	Year 8 -intermediate	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Me Presento	<p>Me Presento</p> <p>1-Repaso 1: -Introducing yourself and giving family information.</p> <p>1-Repaso 2: -Describing people.</p> <p>1.1-Te presento a mi familia: -Marital status, children... -Nationalities. -Introducing people.</p> <p>1.2-Mi casa: -Describing where you live. -Describing your house/flat and its context.</p> <p>1.3-El pueblo donde vivo: Describing the town/area where yur live.</p> <p>1.4-Lo bueno y lo malo: -Expressing opinions about place. -Making comparisons between places. -Describing weather and climate.</p> <p>-Culture: -Finding out facts about Andalusia and the place we live.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>

		-Designing an advert to promote Andalusia around the world.		
Autumn term 2	En el Cole	<p>2-En el Cole 2-Repaso 1: -Revising school subjects and timetables. -Expressing likes and dislikes. 2-Repaso 2: -Classroom instructions. -Classroom vocabulary. -School uniform and expressing opinions. 2.1-Mi colegio: -Describing school building and facilities. -Expressing opinions about school and giving reasons. 2.2-Mi rutina diaria: -Describing daily routine. 2.3-Actividades extraescolares: -Talking about extracurricular activities. -Describing the activities you do at school. 2.4-Planes para la vacaciones: -Talking about holidays plans. -Describing a school of the future.</p> <p>-Culture: -Finding out information about different Educational Systems around the world. Comparing British and Spanish Educational Systems. Giving opinions about them. -Writing about and designing their own ideal Educational System.</p>	<p>Visual: PPP, pictures, videos, leaflets, magazines, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 1	De Vacaciones	<p>3.De Vacaciones 3-Repaso: -Ordering a meal in a restaurant. -Revising place in town. -Revising describing the weather. 3.1-¡Infórmate! -Asking for tourist information. 3.2-Haciendo planes:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks.</p>

		<ul style="list-style-type: none"> -Understanding weather forecast. -Understanding descriptions of Spanish festivals. <p>3.3-En el restaurante:</p> <ul style="list-style-type: none"> -Booking a table and ordering a meal. <p>3.4-¿Qué tal las vacaciones?:</p> <ul style="list-style-type: none"> -Reading about holidays. <p>3.5-¿Qué hiciste?:</p> <ul style="list-style-type: none"> -Describing what you did on holiday. <p>-Culture:</p> <ul style="list-style-type: none"> -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the students' area. 	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 2	En Ruta	<p>4.En Ruta</p> <p>4-Repaso:</p> <ul style="list-style-type: none"> -Asking the way and giving directions in town. <p>4.1-En camino:</p> <ul style="list-style-type: none"> -Asking for and giving travel information. <p>4.2-En la estación:</p> <ul style="list-style-type: none"> -Finding your way around a railway station. -Buying train and underground tickets. -Asking for information about going around. <p>-Culture:</p> <ul style="list-style-type: none"> -Finding out cultural aspects about different communities around Spain. -Designing a diary about a route around Spain. Gastronomy and geographical facts need to be included. 	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>

Summer term 1	¿Qué te ha pasado?	5. ¿Qué te ha pasado? 5-Repaso: -Describing symptoms. -Asking for advice. 5.1-Me siento mal: -Saying why you feel ill. -Saying how you have hurt yourself. 5.2-Reservas y llegadas: -Booking hotel accommodation. -Arriving at campsite. 5.3-En la recepción: -Checking into a hotel or campsite. 5.4-He perdido... -Describing lost property. 5.5-Quejas: -Making complains in a hotel. -Culture: -Finding out information about different accommodation places in Spain. -Designing an accommodation guide. -Comparing accommodation services in different countries.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.
Summer term 2	En Casa Y En El Trabajo	6.En Casa Y En El Trabajo 6-Repaso: -Describing food, meals and mealtimes. -Revising numbers and time. 6.1-Ayudando en casa: -Saying what household chores you do, why and how often. 6.2-Un trabajo a tiempo parcial: -Describing part-time jobs. -Saying how you spend your time. -Culture: -Designing a leaflet about free time activities around our area. Describing with details in which they consists. Researching and providing real information.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.

Subject: Beginner	Spanish 2nd Language	Year 8 Elementary	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21		

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Nos Presentamos	<p>1-Son muy famosos: Talking about yourself and other people. Making comparisons.</p> <p>2-Juego bien al fútbol: Saying how you do something. Talking about your routine.</p> <p>3-Mucho gusto: Making introductions.</p> <p>4-Estás en tu casa: Asking for what you need. Saying what you need.</p> <p>5- Unos regalos: Buying gifts. Describing someone's personality.</p> <p>6-Muchas gracias por el regalo: Writing a thank you letter.</p> <p>-Culture: -Finding out facts about Andalusia and the place we live. -Designing a leaflet about our area.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p> <p>Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>

Autumn term 2	La Comida	<p>1-¿Qué Comes?: Saying what you have to eat. Talking about mealtimes in Spain and the UK.</p> <p>2-¿Qué te gusta comer?: Saying what type of food you like and why.</p> <p>3- De compras: Buying fruits and vegetables. Finding out how much things cost.</p> <p>4-Cien gramos de jamón y una barra de pan: Buying food and drinks in a shop. Numbers 31-100.</p> <p>5-¡Qué Aproveche! Saying that you are hungry and thirsty. Ordering for a menu.</p> <p>6-La comida sana: Talking about healthy eating.</p> <p>-Culture: -Finding out information about tapas and typical food in Spain. -Writing favourite recipes .</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Spring term 1	De Compras	<p>1-¿Qué ropa llevan?: Talking about clothes. Comparing prices.</p> <p>2-Me gusta aquella camiseta roja: Talking about what clothes you like and what suits you.</p> <p>3-¿Me lo puedo probar?: Shopping for clothes.</p> <p>4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes. Asking about clothes. Saying what you are wearing.</p> <p>5-¿Llevas uniforme?:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation.. Dispositions and attitudes. End of unit tests.</p>

		<p>Talking about your school uniform. 6-En la calle principal: Talking about types of shops. Saying where you can buy things.</p> <p>-Culture: -Shops around. -Main differences between going on shopping in Spain and the UK.</p>		
Spring term 2	El Turismo	<p>1-¿Qué hay de interés?: Asking what there is to see in a place. Asking what you can do there. 2-Tus vacaciones: Talking about where you go and what you do on holiday. 3-¿Dónde fuiste?: Saying where you went, what for and who with. 4-¿A dónde fueron?: Talking about where other people went. 5-¿Lo pasaste bien?: Saying what you did on holidays. -Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Summer term 1	¡Diviértete!	<p>1-¿Quieres ir al cine?: Making arrangements to go out. 2-¿Qué tipo de películas te gustan?: Saying what sort of films you like. 3.Dos entradas, por favor: Buying cinema tickets. 4-¡Es genial!:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations.</p>

		<p>Describing an event in the present. 5-¿Qué hiciste el sábado?: Describing an event in the past. 6-El estadio estaba lleno: Describing what things were like.</p> <p>-Culture: -Designing a leaflet about free time activities around the local area.</p>	<p>using different props and running dictations.</p>	<p>Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
<p>Summer term 2</p>	<p>La Salud</p>	<p>1-¿Qué te duele?: Saying what is wrong. 2-Me siento mal: Saying you are not feeling well. 3-En la farmacia: At the chemist. 4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do. 5-Hay que comer fruta todos los días: Talking about a healthy lifestyle.</p> <p>-Culture: -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>

November	Hello	<p>Talking about yourself and someone else Saying what you did yesterday Talking about the past Talking about a special day out Saying where you have been and what you have done introduction to perfect tense: <i>voir</i> verbs, <i>je</i> and <i>tu</i> forms</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama on meeting people or famous people interview</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
December/January	My Life	<p>Talking about what you do in the morning Talking about clubs you go to Making arrangements to go out Talking about going to the cinema using <i>tu / vous</i> and verb endings immediate future: <i>je vais</i> + infinitive (revision)all parts of <i>pouvoir</i> (present tense) <i>on pourrait</i> + infinitive Saying when you get up and go to bed at the weekend</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: play writing and acted up to make arrangement to go out</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
February/March	Fashion	<p>Describing your family Understand a longer text about details of a family Possessive adjectives Describing your friends The comparative</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Family tree and description</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

		<p>Superlatives: <i>le plus ...</i> agreement of adjectives Your favourite things Direct Object pronouns Parts of the body Irregular plural Pain and ailment Understand adverts for toiletry products and descriptions of creatures imperative - <i>vous</i> form</p>	<p>Kinaesthetic: bring in real life object with instant description, body display human size</p>	
Avril/May	Let's eat	<p>Breakfast and lunch Using some in French Shopping for food Understand what people are buying from a dialogue Expressing quantities Ordering food and drinks Describing a day in the past Understand a longer article using the present and perfect tenses</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: miming, acting on transactional language</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
June	Here I come	<p>Talking about your family's jobs Describing your home and using depuis How to ask if you can do something Revising food and ustensiles Talking about how you get on with people and revising the verb devoir.</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Role play about asking if.../May I</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: German	Year 8	Teacher: Aidan McGarry
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept -Nov	Echo 2: Chapter 1 and 2: <ul style="list-style-type: none"> - Holidays - Eating out and going shopping 	Basic vocabulary and skills for buying food, eating out and going shopping; Talking about what they spend their pocket money on.	Listening, reading, speaking and writing exercises; Preparing market stalls and making up role plays on the market; Producing menus for their own restaurants; Role play choosing the best restaurants and making up and studying own dialogues; Writing restaurant critics about their eating out; Quiz and game about what Writing a paragraph what they spend and what they spent their money on.	Mini -Tests and End of Unit Assessments; Exercise books; Role plays and writing a restaurant critic.
Dec - Feb	Echo2: Chapter 3: After school activities	Thinking, talking and writing about their use of media (TV); Use of media: Research on a sports person, evaluating and presenting relevant material;	Listening, reading, speaking and writing exercises; Research on internet and sorting material to present results in the way they prefer (presentation, poster, paragraph); Solving quiz (audio and text material).	Mini-Test; Research abilities and presentation of results; Exercise books End of Unit Assessment

		Talking about holidays and trips in past tense.		
March-April	Echo 2: Chapter 4: Health	Naming one's parts of the body and saying what is the problem with them; Talking freely in a predetermined situation	Listening, reading, speaking and writing exercises; Group work: Writing and performing own dialogues and role plays at the doctor.	Mini-Test Exercise books Role Plays End of Unit Assessment
May-June	Echo 2: Chapter 5: Going out	Introduction of future tense and revision of past tense; Talking about clothes using adjectives with corresponding endings; Talking freely in a role play after having written their own parts using future tense for making arrangements for a party and conversations at the party in plural form of verbs;	Listening, reading, speaking and writing exercises; Group work: Writing and performing a role play with several acts about making arrangements for a party and conversations at the party; Writing a paragraph about the party they have been on.	Mini-Test Exercise books Role Plays Paragraphs in past tense End of Unit Assessment

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: PE	Year 8	Teacher: Nick Lavin
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Fitness Testing/ OAA / Rounders	Perform at maximum levels. Develop an understanding of different fitness concepts. How to test fitness. How to improve your different fitness types. Performing in teams, communication skills. Developing throwing and striking skills. Building on previously learned skills and technique development.	Visual: All PE subjects will provide visual learners with practical demos. Auditory:	End of unit practical assessment. Peer evaluations
Oct Nov	Fitness test evaluations / Football /Netball	Developing skills in understanding how to evaluate training and fitness development. Performing in team play, invasion games developing passing skills, team work, positioning, support play. Building on previously learned technique and skill development.	Opportunities to listen to feed back Read/Write: Opportunities to provide written analysis of their own and others performances. Kinaesthetic:	End of unit practical assessment. Peer evaluations
Dec	Cross Country	Performing at maximal levels. Develop an understanding of competition, pacing, running on different terrains, tactics of a race. Running for further and improving performance from year 7.	Performance of practicals. This breakdown of learner types applies to all	Times recorded for set distances.

Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics.	activities across the year.	End of unit practical assessment. Peer evaluations.
Feb	Dance/ Gymnastics	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills. Developing some choreography skills or planning skills.		End of unit practical assessment. Peer evaluations.
Mar	Hockey/ Cricket	Development of hockey skills related to stick management and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket.		End of unit practical assessment. Peer evaluations.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing.		Recorded timings and distances. Peer evaluations of technical performances.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions.		End of unit practical assessment. Peer evaluations.
June	Tennis/Padel /Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics.		End of unit practical assessment. Peer evaluations. Ranked competition.

Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Creative and Performance	Year 8	Teacher: Nick Lavin, Begoña, Marie Carmen Diaz, Aidan McGarry
No. of lessons per week: 2	Date:	2020-21

Time scale (approx)	Topics
	Students will choose an option
	<p><u>DRAMA</u></p> <p>The purpose of this workshop is to develop basic communication skills and creative thinking through play and drama activities. This workshop will aim that students:</p> <ul style="list-style-type: none"> • Develop basic communication skills through dramatic play. • Boost disinhibition and taste for drama . • Learn , through play , various theatrical and musical techniques. • Develop social skills through cooperative games and theatrical activities. • Represent theatrical compositions made in groups. • Develop creativity through improvisation and expression. • Boost psychomotor development through dance and theatre. • Perform activities that contribute to the perceptive and expressive development. • Develop memory through simple theatrical scripts. <p>*In June, the students put into practise all the knowledge they have acquired throughout the year when they represent a play. This year the play is <u>ALADDIN</u></p>
	<p><u>Environmental Science Club (The Green Team):</u></p> <p>We focus the club towards several objectives:</p> <ul style="list-style-type: none"> *In the garden we learn about plants, animals that visit it, very little animals who live in the water,... * We learn to make "compost" for our garden * We learn about orientation, fine psychomotricity, senses,... * We develop investigation strategies to study living beings of our garden * We learn to cultivate ecological products that we will eat at the end. * We use the ICT for studying our cultivated plants from other cultures * We use Mathematics to study the cultivated area, the weight of the harvest,...

- * We develop in every moment the social and team work development to stimulate the creator spirit,...
- * We develop the responsibility, the respect towards our mates and the plants, animals,...
- Design the map of the garden for planting later.
- To look for some information about the plants we are going to grow in the garden: need of water and compatibility or non-compatibility with the others. With this information we will prepare a scheme for planting.
- When the weather allows it, we will start planting and sowing.
- We will build a composting place in the garden to transform the organic waste into compost for our plants.
- We need to take care of the plants with a timetable for irrigation and control of plagues,...., working together with other groups.

Play Leaders

The students will spend the first half term training to be efficient playground leaders. They will then begin to lead their own activities to Key stage 2 during Tuesday and Thursday lunch times.

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Subject: Art	Year 8	Teacher: Teresa Alvarez
No. of lessons per week: 2	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	<p>STILL LIFE</p> <p>Learn how to draw still objects with various media such as chalk and charcoal on black paper.</p>	<ul style="list-style-type: none"> - Observational drawings of a still life display. Look at shading cones, cylinders, cubes initially as a starter exercise. Fruit veg, plants etc. Working in white chalk on black paper initially looking at light and shadow. Look at how using a rubber and masking out with paper can sharpen up drawings. - Working in charcoal looking at shadow and composition. Work from life again onto white paper. Use white chalk and charcoal to develop greys. - Working from still life, students to initially use a simple outline produced by the teacher to practise rendering. Objects preferably different to previous objects look at using color and blending tones. - Using collage and paint students are to put together various objects and to complete missing sections using color. - Students to work on freehand sketches using Berol fine liners and to use water on a brush to add tone to their drawings. Look at the work of Leonardo da Vinci and Michelangelo. - Students to attempt to make a complete painting by building up light washes of tone until correct tones are reached. 	<p>Visual: Suggested artists: Matisse, Vuillard, Leonardo da Vinci, Michelangelo</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: pattern, design, symbol, likeness, abstract, figurative, vibrancy, religion, spiritual, repetition, meaning, wash, and composition.</p> <p>Kinaesthetic: Drawings Paintings and artist studies.</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

<p><u>Nov-Dec</u></p>	<p>PATTERN IN NATURE</p> <p>Study natural patterns from plants to camouflage. Pattern can aid in the design and help with detail in painting and drawing.</p> <p>William Morris</p>	<ul style="list-style-type: none"> - Make studies in pencil of cut up vegetables, cabbage, onions and carrots. Write evaluations under each drawing. Look at scale and zoom into interesting areas. Use color on interesting sections - Make pen and wash sketches on A3 paper using black felt pens from the drawings made previously. Bring out the areas of pattern by enlarging them and trying to fit together to make small designs (roughs) - Do a study of the artist William Morris. Copy some of his designs and use his knowledge and experience to inform designs. This could be in the form of an informative illustrated poster. - Using tracing paper copy selected areas of drawings and arrange to make a repeat pattern design suitable for wallpaper, the patterns should link together. Color is not important at this time. (Final design may be embossed on white paper) - Complete the wallpaper by painting, embossing, collage, depending what is the most appropriate for the students 	<p>Visual: Suggested artists: William Morris. Klimt. Klee.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Repeat pattern. Pen and wash. Tone. Embossing. Structure.</p> <p>Kinaesthetic: Wallpaper designs and paintings. Abstract art. Sketches, studies artist profiles.</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
<p><u>Jan-Feb</u></p>	<p>POP ART</p> <p>To gain an awareness of the work of artists during the 50's and 60's Pop culture and processes used.</p> <p><i>Knowledge and understanding</i></p> <p>- Look at the work of Andy</p>	<ul style="list-style-type: none"> - Discuss with students examples of artists' work. Knowledge and understanding; Examples from a variety of artists. Pupils shown examples of work by pop artists. Design a large bright colorful title design. - Design a drinks can-either on the computer or by hand using templates provided. - Make a study (tracing) of a crushed coke can with black pen A3. Photocopy and colour with red and yellow poster paint. - Make a study (tracing) of a crushed coke can with black pen A3. Photocopy and colour with red and yellow poster paint. - Emulate the work of Richard Hamilton using collage of strange objects in a room. Evaluate all 	<p>Visual: Suggested artists: Andy Warhol, Roy Lichtenstein</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Tone, color, technique, discipline, observation, objectivity, 'relief' printing</p> <p>Kinaesthetic: Produce Portraits in the style of Roy Lichtenstein and Andy Warhol. Produce drawings</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place</p>

	Warhol, Roy Lichtenstein, Richard Hamilton. Flat colors, Printing process and collage.	work. - Look at the work of Warhol and emulate the Mick Jagger image using collage, carbon paper and paint. - T shirt design based on a selection of students' favourite pop art images.	of cans in the style of Andy Warhol.	through constant dialogue.
<u>March-April</u>	AFRICAN MASKS/ANIMALS SPIRITUAL HUMAN Learn craft and traditional techniques.	- Make a title page. Include key information with examples of masks from different cultures. - Design 3 alternative masks Animal Human Bird. Spiritual. They must all be very different and fully colored. - Make a prototype (small mask) of each of your designs. Make some stamps to be printed into the clay of one of your masks. Make your favoured design twice the size of your prototype. - Paint and embellish your mask and prototypes. - Make a poster that includes photographs of your masks and explain how they were made; with key information about the history of masks. - Using a photograph of a face drawn over it using Photo Editor to make it look like a mask like. It must include the personality characteristics of the face. - Create a mosaic effect using torn paper over the top of one of your less successful masks.	Visual: Suggested artists: African tribal art Auditory: material and documentary films. Read/Write: key vocabulary: Clay. Texture. Hollow. Solid. Welding. Smoothen. Slip. Join Kinaesthetic: Produce clay masks. Knowledge and understanding of African masks.	Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.
<u>May-June</u>	SOFT SCULPTURE Look at and make soft sculptures based on the work of Claes	- Claes Oldenburg Key Information. Title page letters made to look soft. Draw half of a picture making it look soft and padded. Make a simple soft sculpture design of Your initials. Try and work out how you will make it, draw a diagram.	Visual: Suggested artists: Claes Oldenburg, Andy Warhol. Auditory: material and documentary films. Read/Write: key vocabulary: Soft, Stitch, Template, Design,	Observation, contribution and research. sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution

	<p>Oldenburg</p>	<ul style="list-style-type: none"> - Look at working from a pattern. Look at sewing techniques, gluing and Velcro. Cut out the shapes, add fine detail, stitch and fill. Evaluate so techniques can be improved on. - Draw up a pattern (design). Sketch out a drawing for a sculpture of a packet of sweets, or burger. Learn from earlier letter sculpture and improve on techniques. - Start to make the sculpture. - Continue making sculpture. - Photo manipulation. Drop a photograph of your sculpture into context using Photo Editor. Then create a poster giving key information about soft sculpture and artists involved in it 	<p>Wadding, Planning. Kinaesthetic: Soft sculpture. Knowledge and understanding with written evaluations.</p>	<p>and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>
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Scheme of Work and Assessment Year 8 2020-21 [Contents](#)

Subject: Music	Year 8	Teacher: Alison Leveridge
No. of lessons per week: 1	Date: September 2019- June 2020	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept. to Oct.	HOOKS AND RIFFS: Repeated Patterns in Music	<p>This unit enables students to:</p> <ul style="list-style-type: none"> understand how music is based on repeated musical patterns. understand and distinguish between hooks, riffs and ostinatos. identify, perform and create hooks, riffs and ostinatos within a musical structure. perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns. learn to read and write bass clef notation revise the use of repeat symbols in music 	<p>Visual: representation of notation - posters and flashcards.</p> <p>Auditory: listening to and evaluating music from different musical traditions - popular and classical.</p> <p>Read/write: All lessons start with 5 minutes silent reading task. Focus on reading and writing bass clef notation.</p> <p>Kinaesthetic: Pupils participate in a variety of singing, performing and composing, activities. They develop and improve physical</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary. Observation during practical tasks.</p> <p>Starter reading task - includes questions for class discussion which will be used to gain a sense of students' understanding of the topic and its vocabulary.</p> <p>End of unit review. Test on note reading and definitions.</p>

			coordination when playing keyboards.	
Nov. To Dec.	RHYTHM AND PULSE: Bucket Drumming	<p>In this unit students will:</p> <ul style="list-style-type: none"> • revise rhythmic notation through learning a whole class drumming piece • learn vocabulary associated with a percussion piece: groove, fills, sticking, 4 on a hand, 4s,8s etc. • coordinate playing with two hands following directions for LH and RH • learn how to read notation for drumming in which symbols are used for playing on different parts of a drum • rehearse full strokes and firm transitions playing rhythmically along to a steady beat • learn to keep to own part when playing as part of an ensemble 	<p>Visual: reading rhythmic notation including symbols for percussion. Video tutorials.</p> <p>Auditory: using listening skills in order to play rhythms accurately along to a steady beat as part of a whole class ensemble. Video tutorials.</p> <p>Kinaesthetic: coordinate left and right hands while reading from a score using good drumming technique. Feeling the beat of the music to develop good timing.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary Observation during practical tasks.</p> <p>End of unit review: Recording a final performance for students to watch their performance back and critique their work.</p>
Jan to Feb	INTRODUCT ION TO THE UKULELE	<p>In this unit students will:</p> <ul style="list-style-type: none"> • Learn the history of the ukulele • Learn the names of the parts of the ukulele • Learn the correct technique for holding and playing the ukulele • relate finger positions to note letter names and learn basic hand positions for at least three chords 	<p>Visual: representation of notation - posters, flashcards and charts to show finger positions and chord construction. Play along video tutorials.</p> <p>Auditory: listening to tuning and identifying the difference between chord</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of ukulele techniques and chord structures.</p>

		<ul style="list-style-type: none"> learn common chord progressions in order to accompany a variety of songs Learn different strumming patterns in order to keep a steady beat 	<p>sounds . Through careful listening, assess accuracy of timing when accompanying songs.</p> <p>Read/write: use notation and charts representing chords and the position of notes on the stave.</p> <p>Kinaesthetic: Develop timing to play chords to a steady beat to accompany songs. Coordinate both hands - fingering patterns and strumming patterns</p>	<p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>
March To April	OFFBEAT: EXPLORING REGGAE MUSIC AND SYNCOPATION	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> to recognise the stylistic conventions of reggae music how chords contribute to the texture of a song to recognise the key features of a reggae bass line to understand syncopation and how it is used in reggae music to identify the different layers that make up reggae music to understand the key themes and style of reggae lyrics 	<p>Visual:powerpoints and video clips Auditory: listening to music of a variety of styles Reading / Write: Themes in song lyrics. Rhyming schemes. Composing lyrics. Kinaesthetic:variety of activities including singing and playing on keyboards/tuned instruments.Rhythm games to feel strong and weak beats.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary. Some written work. Observation during practical tasks. End of unit review:. Consolidate skills, knowledge and understanding from the unit by listening to three different Reggae songs identifying musical features and revising key musical vocabulary from the unit.</p>
May - June	FILM MUSIC	<p>In this unit students will:</p> <ul style="list-style-type: none"> examine the role of music in films compose a percussion part to suit a film clip explore the work of John Williams to learn about leitmotifs and repetition 	<p>Visual:powerpoints and film clips Auditory: listening to audio clips</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary.Observation during practical tasks.</p>

- learn to play a theme from a film score
- compare the effect of major and minor keys
- use music technology / instruments for their own composition based on their own storyboard

Reading / Write :
worksheet or booklet for recording answers to themes discussed.
Kinaesthetic: variety of activities including playing on keyboards/tuned and untuned instruments.

Written work - worksheets and evaluations of topics discussed.
End of unit : own composition