

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 8 Curriculum 2016 - 17

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Scheme of Work and Assessment Year 8 2016-17 [Contents](#)

Subject: English Language	Year 8	Teacher: Mark Blythe & Joe Watt
No. of lessons per week: 5	Date: September 2016 - June 2017	

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 writing tasks are premised on short pieces of writing so that students are given	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 presenting Power Points.	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.

		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.		
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 formulate plans of action; ways to ask and answer questions; rules of formal debate.)	Unit 1C takes students through the features of successful explanations, presentations and how to conduct a formal debate.	Visual: Flash Cards/ quiz games- duolingo and lingua.ly. Discussions. Auditory: Listening to the questions of tasks and games online. Read/ Write: creative writing tasks. Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.	Organisation of effective explanations and presentations; working collaboratively in a group to formulate plans of action; ways to ask and answer questions; rules of formal debate

Dec	<p>2A More on non-fiction (Across reading and writing, the presentational, organisational, linguistic and literary features of the leaflets, reports, reviews, magazine articles, summaries)</p>	<p>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.</p>	<p>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.</p>	<p>Across reading and writing, the presentational, organisational, linguistic and literary features of the leaflets, reports, reviews, magazine articles, summaries; discussion, collaboration.</p>
Janu	<p>2B School magazine project (Structural, presentational, linguistic and rhetorical features of a range of non-fiction texts)</p>	<p>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</p>	<p>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 auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Structural, presentational, linguistic and rhetorical features of a range of non-fiction texts; key skills of discussion, collaboration</p>
Febr	<p>2C Poetry please! (Effect of literary, structural and linguistic features; development of poets' ideas; comparison of poems from different cultures; discussion,</p>	<p><i>A choice of poems and activities are detailed, enabling teachers to choose the most</i></p>	<p>Visual: researching techniques/ presenting findings. Auditory: Listening to recordings and to members of the class.</p>	<p>Effect of literary, structural and linguistic features; development of poets' ideas; comparison of poems from</p>

	collaboration, role play and drama.)	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.	Responding to direct questioning.. Read/ Write: Personal writing. Creative writing tasks. Kinaesthetic: Group work, designing class-room.	different cultures; discussion, collaboration, role play and drama.
March	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)	Students explore myths and legends from other cultures, through reading, writing and drama.	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.	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 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	<p>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.)</p>	<p>Students will learn about the structure of television news, and use this knowledge to present their own version of a televised schools news programme.</p>	<p>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.</p>	<p>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.</p>
June	Yr 8 Cambridge assessments			June: Final end of year exams

Scheme of Work and Assessment Year 8 2016-17 [Contents](#)

Subject: Mathematics	Year 8	Teachers: I. Muñoz/ Peter Carpenter
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Sept	<u>Chapter 1: Number and Algebra 1</u>	Review negative numbers. Find the prime numbers, HCF and LCM of whole numbers. Continue sequences and find its general term	Visual: Shape of different triangles and quadrilaterals Auditory: Explanation of operations and find numbers Read/Write: Exercise from chapter 1, 2.	Exercises in class and homework Worksheet Exam
	<u>Chapter 2: Geometry and measures</u>	Know and use properties of angles in triangles and quadrilaterals Recognise some geometric properties of quadrilaterals Prove some geometric statement.	Kinaesthetic: use rulers to draw triangles and quadrilaterals and protractors to measure.	
Oct	<u>Chapter 3: Statistics 1</u>	Define probability. Find the probability of an event occur in different cases. Experimental probability	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.	Exercises in class and homework Worksheet Exam

Oct Nov	<u>Chapter 4: Number 2</u>	Write fractions as decimals. Operate with fractions Work out percentages, increase and decrease	Visual: Recognise equivalent fractions from a list Auditory: Listen how to add and subtract fractions Read/Write: Exercise from chapter 4.	Exercises in class and homework Worksheet Exam
Nov Dec	<u>Chapter 5: Algebra 2</u>	Add and subtract algebraical expressions Expand brackets Use algebraical expressions with shapes	Visual: Shape of some figures to use algebra. Auditory: Listen how to expand brackets Read/Write: Exercise from chapter 5. Kinaesthetic: Measure the length of some shapes.	Exercises in class and homework Worksheet Exam
Dec	<u>Chapter 6: Geometry and Measures 2</u>	Calculate area of triangle, parallelogram and trapezium Calculate volume of cuboid Know and use the correct units	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)
Jan Feb	<u>Chapter 8: Number 3</u> <u>Chapter 7: Algebra 3</u>	Use power of 10 Make estimations Operations with decimals	Visual: Recognise congruent shapes. Recognise graph of different functions. Identify the transformations of shapes. Auditory: Listen the process of operate with decimals	Exercises in class and homework Worksheet

		<p>Define functions. Find functions from input Graphs from functions Gradient of straight line functions</p>	<p>Read/Write: Exercise from chapter 7, 8 ,9. Kinaesthetic: Make the enlargements of some shapes.</p>	Exam
	<u>Chapter 9: Geometry and measures 3</u>	<p>Recognise congruent shapes Transformations and enlargements</p>		
March	<u>Chapter 11: Statistics 2</u>	<p>Produce and use Stem-and-leaf diagrams, pie charts and scatter graphs</p>	<p>Visual: Recognise angles in pie charts and coordinates in scatter graphs. Auditory: Explanation of the step to follow to solve equation</p>	<p>Exercises in class and homework Worksheet</p>
	<u>Chapter 10: Algebra 4</u>	<p>Know what is a equation Solve equations Substitute into formula and expressions.</p>	<p>Read/Write: Exercise from chapter 10, 11 Kinaesthetic: Draw pie charts and scatter graphs.</p>	Final term exam (all topic met so far).
April/May	<u>Chapter 12: Number 4</u>	<p>Operate fractions Order of operations Revise decimals operations</p>	<p>Visual: Recognise the plan and elevation of 3-D figures Auditory: Listen how to construct equations from given information Read/Write: Exercise from chapter 12, 13, 15</p>	<p>Exercises in class and homework Worksheet</p>
	<u>Chapter 13: Algebra 5</u>	<p>Expand and simplify expressions Solve equations after expand and simplify Construct equations to solve.</p>	<p>Kinaesthetic: Draw triangles using geometrical material.</p>	Exam
	<u>Chapter 15: Geometry</u>	<p>Draw plans and elevations of figures Use scale drawings</p>		

and measures 4

Find mid-point of a segment
 Construct a triangle given three sides
 Find the circumference and area of a circle

<p>June</p>	<p><u>Chapter 16: Statistics 3</u></p>	<p>Use frequency tables Work with statistics Compare data</p>	<p>Visual: Extract data from table and graphs Auditory: Explanation about how to construct frequency tables Read/Write: Exercise from chapter 16</p>	<p>Exercises in class and homework Worksheet Exam Project</p>
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Subject: Science	Year 8	Teacher: I. Muñoz
No. of lessons per week: 3	Date: September 2016 - June 2017	

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>Distinguish between an element, a mixture and a compound A/V</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>

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

		<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>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 2016-17 [Contents](#)

Subject: Computing	Year 8	Teacher: Matt Ives
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Hodder Dynamic Learning - Compute IT Book 1 and 2 Timings are approximate. Each theme will last 2-3 weeks			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	Hodder interactive tests will be given at the end of some units. All pupils will keep an e-exercise book throughout the year. This will be created using Google Docs. It will incorporate use of various types of software linked via the main book. It will be accessible at all points by MI in order for collaborative work and ongoing assessment to be carried out.
Sept 1 wk	Introduction / E Safety / Copyright issues	Logging in to different system. Knowing what each system is used for. Learning to be safe with computers – both own physical safety as well as online. Knowing that breaching copyright is theft. Setting up file storage structures within different areas.	Discussion Role Play Reading Writing Listening	Can we log onto school, Google, Engage and Hodder systems ? Are we aware of our responsibilities regarding copyright and plagiarism ? Are we aware of our responsibilities to ourselves and each other regarding e-safety ? Have we signed and discussed the AIS acceptable use policy with our parents ?
Sept	Designing for HCI - A Handheld Device	Information technology Hardware and processing Data and representation	Discussion about and design for different users including those with disabilities.	This unit introduces students to the concept and principles of Human–Computer Interaction and its importance in providing usable solutions for a range of audiences and needs. Students are challenged to design, for a specific user group and using future technology, a hand-held digital device to include phone functionality.
Sept-Oct	Designing for	Hardware and processing	Discussion about current	This unit covers the importance of operating systems and how they might

	HCI - An Operating System Interface	Information technology	and future trends in computing interfaces. Design for specific users.	develop in relation to on-going changes in technology Students are challenged to design an interface for the operating system of the hand-held digital device that they designed in Unit 8. Students will need to think about the technology that will be available in the future and about the needs of their specific user group, to help them with their designs.
Oct-Nov	Representing Images	Data and data representation	Using knowledge of Binary to create images.	This unit is designed to provide students with an understanding of how images and the colours within them are constructed in terms of binary and pixels. Students are challenged to learn about static images so they can stream a video.
Nov	Programming A Calculator	Programming and development Algorithms	Using algebra to create code to emulate a calculator.	This unit covers the use of different languages to program and create a calculator for use by primary school students to solve defined problems. Students are presented with the scenario whereby children in a primary school have asked them to program a simple shape calculator (using a programming language of the students' choice such as Scratch) to help them with their maths.
Dec	Programming A Quiz	Algorithms Programming and development	Design and create a simple quiz including scoring and timer.	Developing further the principles and skills developed to extend students' work to program a quiz. The challenge for this unit is to program a maths quiz for primary school pupils. The quiz should ask the player for their name, and then use this in the questions. The quiz should contain sections of questions, each covering a different maths topic. At least one section should contain questions that the computer has generated randomly. All the answers should be numerical.
Dec-Jan	Operating Systems	Hardware and Processing Information Technology	Reading research Discussion for and against different OS Design and create poster	This unit aims to provide students with an understanding of the different types of Operating Systems that exist and how they are designed to work in different contexts. Create a poster to explain the similarities and differences between common operating systems to help someone decide which one is the best for them.
Jan	CMD, the command	Data and data representation Hardware and processing	Organisational skills	The aim of this unit is to provide students with an understanding of the use of basic command prompts to manipulate files and folders, and write a batch or shell script.

	line			The student challenge is to play the role of someone who has started a new job with GCHQ (Government Communication Headquarters) as a forensic analyst. Their first task will involve showing others how to use computers to manage files and folders, before they move on to more advanced file handling techniques that can be used in digital investigations.
Jan-Feb	Binary	Data and data representation Information Technology	Reading research Collection of information in various forms Creation of short information film	This unit is designed to provide students with an understanding of how binary and binary addition are designed to work. Students are challenged to create a video tutorial to help students of a similar age learn binary and binary arithmetic.
Feb	Instruction Set Design	Algorithms Programming and development	Thinking logically to design and debug code to fulfill a brief Being able to think how something unseen works	Using a chosen programming language, this unit challenges students to think about different aspects of programming to solve a 'real-world' problem or challenge. The student challenge is to program a 3-bit rover robot to explore efficiently a planet far from Earth, avoiding obstacles it meets along its way
Mar	Programming using selection statements and Boolean expressions	Algorithms Programming and development	Using data presented in a variety of formats to program using Boolean logic. Discuss and design ideas in groups and without access to a computer. Logical thinking to design code to enable robots to navigate complex mazes. Create flowcharts.	This unit builds on previous work and provides students with the basis for using Boolean statements and expressions. Students are challenged to program a robot that appears to be intelligent – a robot that can successfully navigate around a maze all by itself.
Apr	Connecting to the internet	Communication and networks	Reading research Thinking about abstract concepts	This Unit is all about connecting to the Internet. The student challenge is to split a message into data packets similar to the TCP/IP protocol.
May	Sorted !	Algorithms Programming and development	Logical reasoning comparing different algorithms that solve the same problem. Explaining Editing	This unit introduces students to the idea of sorting. They will examine how computers and humans cope with sorting, and experiment with running sorting algorithms on different sets of data. Students are challenged to write a program for a high-score table for a computer game.

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Subject: Opening Minds	Year 8	Teacher: J Buckley
No. of lessons per week: 4	Date: September 2016 - June 2017	

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	
First half term (6 wks)	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
Second half term (9 wks)	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
Third half term (6 wks)	Renaissance and Reformation Across Europe	Where we are in time and place How we move around our world My amazing brain	Mind mapping Visits to cathedrals museums and Art galleries	Brain model ICT simulations The power and the glory

		<p>History Snap shots of the renaissance and reformation In Europe and the impact of this development on the world today</p> <p>Citizen ship Managing situations Relating to people Managing information Visual learning reading pictures Organizational skills Managing self - Vocabulary development</p>	<p>Model making group work Jigsaw approach within a group putting it all together Explaining using models ICT simulations Mind games role plays</p>	<p>Religious Changes over time Renaissance - growth of ideas science and culture in Europe</p>
Fourth half term (5 wks)	Dry Worlds and Ecosystems	<p>Geography Deserts and dry worlds Survival for life weather and Climate Eco systems People and resources Introduction to the role of aid and fund raising organisations Effective listening Understanding and managing self Managing emotions behaviour and relationships Language development Relating to people and understanding others Managing information</p>	<p>Documentaries Library research Charts and tables Maps Geography 2 Individual work managing time Target setting Asdan excellis award</p>	<p>Individual projects Desert life Information exchange World weather hazards Understanding aid and international organisations Unicef fund raising</p>
Fifth half term (5 wks)	A Tale of Discovery and Growth	<p>Colonialism Europe's Colonies and overseas trade Exploration of new worlds How Europe developed Sharing the planet Where we are in place and time Empathy Managing self - Language development Extracting Information from films and texts Managing information How we organize ourselves</p>	<p>Problem solving activities Hodder history Mind mapping Learning to learn revision skills Target setting and review</p>	<p>Maps How the world changes Vocabulary games Drama and role paly to tell a story Snap shots in Colonial history</p>
Sixth half term (6 wks)	Slavery to Citizen (an American study)	<p>The slave triangle The American Civil war Black American History From civil rights to the white house How we organise ourselves Empathy Managing self and situations</p>	<p>Literature and film to tell a story Internet research Learn a famous speech Speaking and intonation</p>	<p>Writing to argue and persuade Learning and giving a speech A book or film review Taking part in a debate End of year examination History and</p>

		<p>Citizenship Where we are in place and time Writing to argue and persuade Language development Relating to people Managing information</p>	<p>The big picture Module maps and flow charts Learning to learn How to remember facts Walking the thought Active listening Debating and public speaking Using persuasive language</p>	<p>Geography</p>
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Subject: Spanish Lengua	Year 8	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: September 2016 - June 2017	

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 6-9-16 al 22-12-16	<p>Tema 1. La literatura y sus formas. Las lenguas y su organización.</p> <p>Tema 2. Los recursos estilísticos. El texto y sus propiedades.</p> <p>Tema 3. Los géneros literarios. El enunciado.</p> <p>Tema 4. La narrativa. Modalidad del enunciado.</p> <p>Tema 5. El cuento. La</p>	<p>Lectura: "El escritor" de Agota Kristof, "Las metáforas" de García Montero, "Recuerdos de la infancia" Ruiz Zafón, "El barón viaja a la Luna" de G.A. Bürger, "Una pizca de sal" cuento popular.</p> <p>Literatura: La literatura y sus formas. Los recursos estilísticos. Los géneros literarios. La narrativa. El cuento.</p> <p>Gramática: Las lenguas y su organización. El texto y sus propiedades. El</p>	Visual, Auditory, Read / Write,	<ul style="list-style-type: none"> ● Criterios de evaluación ● <p>Calificación</p> <ul style="list-style-type: none"> ● La calificación de la asignatura corresponderá a los siguientes porcentajes: ● ● Exámenes y controles 60% ● Trabajos escritos de clase y proyectos, libreta y dictados 20% ● Actitud (positivos) * 20% ● ● *Para evaluar la actitud se hará mediante un sistema de puntos positivos y negativos, contando para la calificación final solo los positivos que el alumno haya obtenido en esa evaluación. Este sistema se explica en los criterios de evaluación.

	palabra. Clases y constituyentes.	<p>enunciado. Modalidad del enunciado. La palabra. Clase y constituyentes.</p> <p>Ortografía: Los sonidos K, Z, R fuerte. Los sonidos G, J, I. M antes de b y p. Las mayúsculas. Partición de palabra. El sonido B. La grafía b. El sonido B. La grafía v.</p>		<ul style="list-style-type: none"> ● ● Criterios de evaluación: ● ● Trabajos de redacción: ● ● Se pondrán positivos por: ● ● - adecuación a lo que se pide. ● - buena presentación. ● - bien redactada. ● - se ajusta a la extensión pedida. ● - creatividad y originalidad. ● ● 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. ● ● 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 y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección. ● ● La nota numérica de los ejercicios escritos será la descrita en la ortografía. ● ● Cuadernos de clase. ●
2º Trimestre 9-1-17 al 7-4-17	<p>Tema 6. La leyenda. El verbo: raíz y desinencia.</p> <p>Tema 7. El mito. La conjugación verbal. Uso de los tiempos verbales.</p> <p>Tema 8. La fábula. El adverbio.</p> <p>Tema 9. La novela. El sustantivo. El artículo.</p>	<p>Lectura: "La leyenda de Mudubina" anónimo, "Hércules y la Hidra" adaptación, "El oro del necio" anónimo. "La alabrada" de John Boyne</p> <p>Literatura: La leyenda, el mito, la fábula, la novela.</p> <p>Gramática: El verbo: raíz y desinencia, la conjugación verbal, uso de los tiempos verbales, el adverbio, el sustantivo, el artículo.</p> <p>Ortografía: El sonido B, la grafía v, la grafía h, principios de acentuación, Signos que delimitan enunciados.</p>	<p>Visual, Auditory, Read / Write,</p>	

<p>3^o Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 10. La lírica. Los versos. El adjetivo calificativo.</p> <p>Tema 11. La lírica. Principales estrofas. Los adjetivos determinativos.</p> <p>Tema 12. El teatro. Los pronombres.</p>	<p>Lectura: "Canción" de José Hierro, "Dime que sí" de Rafael Alberti, "Caso" de Rubén Darío, "La ausencia" de Juan Boscán, "Un vuelo fallido" de Alfonso Zurro.</p> <p>Literatura: La lírica, los versos, principales estrofas, el teatro.</p> <p>Gramática: El adjetivo calificativo, los adjetivos determinativos, los pronombres.</p> <p>Ortografía: Pausa interna: la coma, los dos puntos, el punto y coma.</p>	<p>Visual, Auditory, Read / Write,</p>	<ul style="list-style-type: none"> ● Se pondrán positivos por: ● ● - poner la fecha ● - poner el número de página ● - poner títulos y epígrafes ● - hacer el trabajo completo ● - hacer respuestas completas ● - utilizar los colores pedidos ● - corregir bien ● - tener buena letra ● - libreta limpia ● - separas los ejercicios y respetar los márgenes ● ● La nota numérica de los cuadernos será el número de positivos que tengan (8 positivos= nota del cuaderno: 8) ● ● Dictados: ● ● En los dictados solo se pondrá nota numérica siguiendo los criterios de la ortografía explicados más abajo. ● Los dictados serán de las lecturas de los temas que hayamos dado en clase. ● ● Positivos: ● ● Deberes: aquellos alumnos que tengan hechos los deberes tendrán un positivo, aquellos que los tengan incompletos, tendrán un negativo y aquellos que no los hayan hecho tendrán un negativo y se le quitará un positivo de los que tengan.
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- **Traer todo el material de clase:** los alumnos tienen que traer el material completo a clase, si no se trae el libro o la libreta se tendrá un negativo, si no se traen ninguno de los dos, se pondrá un negativo y se quitará un positivo de los que se tenga.
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- **Ejercicios de redacción o trabajos de clase:** aparte de la nota numérica que tenga el trabajo, también tendrán positivos o negativos por los criterios arriba establecidos (adecuación a lo que se pide, buena presentación, bien redactada, etc.)
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- 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.
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- 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 y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.
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- Si durante el curso, en las clases, surgiera algún otro elemento que pudiera ser valorado con positivos o negativos, como por ejemplo; un debate en clase, se informará adecuadamente al alumno sobre los criterios de evaluación de esa actividad.
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- Cuadernos de clase.

- Como ya he dicho arriba, tienen que cumplir con diez criterios y cada uno será evaluado con un positivo o un negativo, dependiendo de si el alumno los cumple.
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- ****Ortografía.**

En los trabajos escritos (trabajos de clase y proyectos) y en los dictados, la nota numérica se obtendrá restando a la nota máxima (10 puntos) la siguiente puntuación:

1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas.

3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta.

Los acentos se consideran faltas de ortografía.

Los puntos y las comas no serán consideradas como faltas de ortografía excepto la coma en las enumeraciones.

El uso de comillas, guiones, abreviaturas, dos puntos, etc, sí serán faltas de ortografía.

Calificaciones:

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)

Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.

Scheme of Work and Assessment Year 8 2016-17 [Contents](#)

Subject: Spanish Sociales	Year 8	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 3	Date: September 2016 - June 2017	

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	Unidad 1: La representación de la Tierra	<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>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>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>
	Unidad 2: El relieve terrestre	<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,</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>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>terremotos y erupciones volcánicas. 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>	
<p>January/ March</p>	<p>Unidad 7: Atlas de los continentes</p>	<p>Conocer los rasgos físicos de los continentes: África, Asia, Oceanía, América, la Antártida y Europa.</p>	<p>Visual/Auditory: Interpretar mapas</p>	

Unidad 8: Atlas de España y de nuestra Comunidad Autónoma.

Unidad 9: La Prehistoria

Unidad 10: Mesopotamia.

Explicar las razones que definen la configuración física de cada uno de los continentes citados.
Localizar en un mapa los elementos básicos que configuran el medio físico de los continentes.
Utilizar el atlas.

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.

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.

Las civilizaciones fluviales: definición y características.
El espacio mesopotámico.
La historia de Mesopotamia: contexto temporal y etapas.

de relieve, ríos y climas a escala continental, nacional y regional
Interpretar gráficos de picos y ríos de cada continente, de España y Andalucía

Read/Write: Activities from Unit7-8

Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información.

Read/Write: Activities from Unit9

Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información.

Read/Write: Activities from Unit10

Visual/Auditory: Interpretación de líneas del tiempo. Análisis de dibujos y fotografías de restos reales para obtener información.

	<p>Unidad 11: El antiguo Egipto</p>	<p>La estructura social mesopotámica. La cultura mesopotámica: religión, arquitectura, escultura.</p> <hr/> <p>La influencia del Nilo en la forma de vida., Las etapas de la historia egipcia. 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>Read/Write: Activities from Unit11</p>	
<p>April/June</p>	<p>Unidad 12: La historia de los griegos</p> <hr/> <p>Unidad 13: La forma</p>	<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> <hr/> <p>La sociedad griega. La democracia ateniense. Las actividades económicas. La vida cotidiana: alimentación, vestido y vivienda. Las ciudades.</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.</p> <p>Read/Write: Activities from Unit12-13</p>	

	<p>de vida de los griegos</p>	<p>La religión griega: dioses y héroes los mitos, el culto religioso. La arquitectura: los templos. La escultura. La cultura de la razón.</p>		
	<p>Unidad 14: La historia de los romanos</p>	<p>El espacio romano. Las etapas de la historia romana. 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>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>Read/Write: Activities from Unit14-15</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,</p>	<p>Read/Write: Activities from Unit16</p>	

	<p>Unidad 17: La caída del imperio romano. Los germanos</p>	<p>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>Read/Write: Activities from Unit17</p>	
		<p>Imperio romano de Occidente y Oriente Pueblos bárbaros. Los reinos germanos. Reino visigodo de Tolosa. Y Toledo Sociedad visigoda</p>		

Scheme of Work and Assessment Year 8 2016-17 [Contents](#)

Subject: Spanish 2nd Language	Year 8	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 6	Date: September 2016 - June 2017	

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.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props. 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. Teacher discussions. Attitudes. End of unit tests.</p>

		-Designing a leaflet about our area.		
Autumn term 2	La Comida	<p>1-¿Qué Comes?: Saying what you have to eat. Talking about meal times 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. 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>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.</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?: Talking about your school uniform.</p> <p>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>		<p>Peer evaluation. Teacher discussions. Attitudes End of unit tests.</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.</p> <p>2-Tus vacaciones: Talking about where you go and what you do on holiday.</p> <p>3-¿Dónde fuiste?: Saying where you went, what for and who with.</p> <p>4-¿A dónde fueron?: Talking about where other people went.</p> <p>5-¿Lo pasaste bien?: Saying what you did on holidays.</p> <p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around their 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. Teacher discussions. Dispositions and attitudes End of unit tests.</p>

Summer term 1	iDiviértel	<p>1-¿Quieres ir al cine?: Making arrangements to go out.</p> <p>2-¿Qué tipo de películas te gustan?: Saying what sort of films you like.</p> <p>3.Dos entradas, por favor: Buying cinema tickets.</p> <p>4-iEs genial!: Describing an event in the present.</p> <p>5-¿Qué hiciste el sábado?: Describing an event in the past.</p> <p>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>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.</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. Projects and portfolios. End of unit tests.</p>
Summer term 2	La Salud	<p>1-¿Qué te duele?: Saying what is wrong.</p> <p>2-Me siento mal: Saying you are not feeling well.</p> <p>3-En la farmacia: At the chemist.</p> <p>4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do.</p> <p>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.</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. 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. End of the year exam.</p>

		-Making posters.		
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Scheme of Work and Assessment Year 8 2016-17 [Contents](#)

Subject: French	Year 8	Teacher: V Bernard
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 module a ½ term (6 weeks)			Teaching & Learning Styles (VARK): In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. e.g Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, drilling from teacher. Read/Write: Included in textbook practice and part of MFL assessment Kinaesthetic:Acting up transitional language,miming for new words, thinking skills exercises	
September October	Hello	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	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	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>negative of verbs in perfect tense (<i>ne ... pas</i>) <i>du / de la / de l' / des</i> become <i>de</i> after negative irregular past participles which end in - <i>u, -t, and -s</i> perfect tense, <i>il / elle</i> forms</p>		
November	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 + infinitive</i> (revision)all parts of <i>pouvoir</i> (present tense) <i>on pourrait + infinitive</i> 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</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
December/January	My family and friends	<p>Describing your family Understand a longer text about details of a family Possessive adjectives Describing your friends The comparative Superlatives: <i>le plus ...</i> agreement of adjectives Your favourite things Direct Object pronouns Parts of the body Irregular plural</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 Kinaesthetic: bring in real life object with instant description, body display human size</p>	<p>Punctual vocabulary tests and oral recordings</p> <p>End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

		Pain and ailment Understand adverts for toiletry products and descriptions of creatures imperative – <i>vous</i> form		
February/march	Let's eat	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	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	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
April/May	A week in Paris	Revising the verb aller and its use for the immediate future Means of transport Advantages and inconvenient The use of "y" in French Cultural awareness: getting to know Paris Using the metro Describing a stay in the past Revising regular and irregular verbs in past.	Visual: Real life footage of the French capital, Videos,Powerpoint presentation Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter, writing a diary of your stay Kinaesthetic: Miming, drama a problem in the French metro.	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
June	Traveling	Activities on holidays Translating would and could Choosing an accommodation Making a booking Understanding instructions	Visual: Internet use for authentic material, Powerpoint presentation for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Making a list of rules for your bedroom,	Punctual vocabulary tests and oral recordings End of year assessment

		Expressing refusal and banning	Exercises from this chapter Kinaesthetic: Thinking skills activities on accommodation and facilities	End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
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Subject: German	Year 8	Teacher: K.Schubart
No. of lessons per week: 3	Date: September 2016 - June 2017	

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; Talking about holidays and	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

		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

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Subject: PE	Year 8	Teacher: Nick Lavin
No. of lessons per week: 2	Date: September 2016 - June 2017	

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 feedback 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	Performance of	Times recorded for set distances.

		a race. Running for further and improving performance from year 7.	practicals. This breakdown of learner types applies to all activities across the year.	
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.		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.

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Subject: Creative and Performance	Year 8	Teacher: Nick Lavin, Begoña, Marie Carmen Diaz, Joe Watt, Jacob de Backer
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approx)	Topics
Term 1	Students will choose an option for the first half term and then change at half term to a second choice. (see below)
	<p>Creative Science club: The students will get involved in a series of creative experiments that combine the arts with Science. From making slime to understanding the moon phases and learning about cells, everything in our club is about exploring the world in a fun way.</p>
	<p>Drama club: 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>'Film Club,' is an opportunity for students to shoot and edit a short Film. The course begins with close film analysis, were students explore and become familiar with camera angles and shots, editing and sound techniques and narrative and genre. Students will have their own role and responsibilities within a larger production group.</p>
Terms 2 and 3	All students will be involved in a performance or in the Sport leaders programme - to be decided