



LONGHILL  

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HIGH SCHOOL

Year 8  
Curriculum Map  
2021 - 2022



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## 12. Curriculum Map for Year 8 French

<b>Number of hours per fortnight</b>	4
<b>Exam board</b>	SOW: NCELP // GCSE: AQA
<b>How course is assessed</b>	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
<b>Autumn Term</b>	<p><b>Learning overview:</b> Revisiting basic grammar and expanding on this using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week, and Y7 learning is revisited regularly. Homework is set via Quizlet, paper tasks and Google Classroom. Each term includes a cultural study of an authentic text. <b>This is the same throughout the academic year.</b></p> <p><b>Knowledge taught:</b> <u>Key verbs:</u> to be and to have <u>Est-ce que:</u> used as a questioning device <u>Possessive adjectives and agreement</u> <u>Tenses:</u> comparing and contrasting the sound, appearance and use of the present and perfect tenses</p> <p><b>Reviewed Skills:</b> all from year 7. <b>New Skills:</b> describing to whom something belongs, describing events in the past, participating in longer conversations in French. <b>Memory Platforms:</b> Weekly vocabulary tests and all in-class activity scores are recorded.</p>	<p><b>This links to year 7 by</b> revisiting all prior work and scaffolding it upwards to expand student knowledge. <b>This links to previously taught</b> phonics, vocabulary and grammar from year 7. <b>This is taught now because</b> students have a developed verb lexicon and so can move on to using the past/future tense. <b>This is taught before</b> the irregular verbs in different tenses <b>because</b> they can be learned by rote, whereas the regular verbs require skill, adaptation and practice. <b>This links to careers by</b> encouraging students to make and correct errors, as well as developing their communication skills. <b>This is then developed in Y11 by</b> students having a good foundation of past, present and future to use in their written and speaking exams. <b>Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding</b> This term gives groundwork for GCSE through emphasis on how what is studied will be used in future learning, and students develop analytical skills, memorisation and cognitive skills, and communication through regular speaking and group tasks.</p> <p><b>Termly Cultural Study: TBC</b></p>	<p>Students are assessed weekly through vocabulary tests.</p> <p>At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and engages the phonics, vocabulary and grammar which are the key strands of the curriculum.</p> <p>The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at <a href="http://www.ncelp.org">www.ncelp.org</a>.</p> <p>Assessments in year 8 cover the term that has just finished <i>and</i> all work completed prior to that since the start of Y7. This builds their knowledge and reduces learning loss over time.</p> <p>Assessment length: approximately 40 minutes.</p>

<p><b>Spring Term</b></p>	<p><b>Learning overview: as above</b>  <b>Knowledge taught:</b>  <u>Key verbs:</u> -ir verbs in the present tense (all forms), -re verbs (regular and irregular) in the present tense, regular verbs in the perfect tense (all forms)  <u>Negatives:</u> the rules around negatives and word order and how these differ in different tenses  <u>Adjectives:</u> prenominal and post-nominal adjectives, agreements and multiple adjectives describing one noun  <b>Reviewed Skills:</b> Using the preposition 'a', forming questions using inversion, forming -er/-ir/-re verbs in the present tense, forming negatives in the present tense, recognising and using irregular verbs.  <b>New Skills:</b> forming -er/-ir/-re verbs in the perfect tense, understanding pre and postnominal adjectives, forming negatives in the past tense, adapting irregular verbs.  <b>Memory Platforms:</b> As above</p>	<p><b>This links to year 7 by</b> requiring students to have a grasp of the verbs and grammatical structures needed to progress  <b>This links to previously taught</b> learning from year 7 and 8  <b>This is taught now because</b> students working towards GCSE need to understand the complexity of the grammar required  <b>This is taught before</b> the imperfect tense (year 9) <b>because</b> it is more commonly used and serves more function for students  <b>This links to careers by students</b> being able to give extensive detail about people, objects and experiences  <b>This is then developed in Y11 by</b> students using the past tense to describe experiences, and forming questions in the speaking exam.  <b>Why are we teaching these topics?</b> All our students need a solid grasp of grammar, and learning this well in French can enhance their performance in English.  <b>Termly Cultural Study: TBC</b></p>	<p>See above.  The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss.    Assessment length: approximately 45 minutes.    Note: During this term we also spend 1-2 lessons discussing the options process and why languages are important for future study and success. Students have an opportunity to discuss this in more detail 1-1 with teachers at Options Evening in February.</p>
<p><b>Summer Term</b></p>	<p><b>Learning overview: as above</b>  <b>Knowledge taught:</b>  <u>Key verbs:</u> to go and to do (present tense), future intentions using 'to go' plus an infinitive, present vs. perfect tense, using the verb 'to be' as an auxiliary with certain verbs in the perfect tense and how to differentiate between them.  <u>Adverbs:</u> placement and use in the perfect tense  <u>Negatives:</u> using 'never' and 'nothing' as supplementary ways of expressing negatives  <u>Questions:</u> Forming and understanding inversion questions in the present <i>and</i> perfect tense  <u>Il faut:</u> employing the phrase 'one must'.  <u>il y a:</u> using this term to mean 'ago'.  <b>Reviewed Skills:</b> forming negatives, basic verbs in the present and perfect tense, adjectival agreement, 1-30  <b>New Skills:</b> Adding detail using additional vocabulary, expressing varied opinions, describing events in 3 different time frames.  <b>Memory Platforms:</b> As above</p>	<p><b>This links to year 7 by</b> combining ALL phonics, vocabulary and grammar from the 2 year course.  <b>This links to previously taught</b> work from <b>all</b> of year 7 and 8  <b>This is taught now because</b> students taking French for GCSE will be prepared for the 3 year course when they return in September  <b>This is taught before</b> GCSE level grammar <b>because</b> to learn a language, students need to scaffold their knowledge in a very precise manner.  <b>This links to careers by</b> giving ALL Longhill students the groundwork in a language which they can use in the future  <b>This is then developed in Y11 by</b> combining a topic based approach to prepare students to achieve their potential at GCSE.  <b>Why are we teaching these topics?</b> We teach in-depth grammar first in this term, followed by a 2 lesson cultural study at the end, to give students a joyful finish to their academic year.  <b>Termly Cultural Study: Dejeuner Du Matin</b></p>	<p>The assessment at the end of year 8 takes place after the June half term, and combines information from the entire two year course. Students will be expected to combine and adapt their knowledge in this assessment.    Assessment length: approximately 45 minutes.</p>

### 13. Curriculum Map for Year 8 Spanish

Number of hours per fortnight	4
Exam board	SOW: NCELP // GCSE: AQA
How course is assessed	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students’ ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	<p><b>Learning overview:</b> Revisiting basic grammar and expanding on this using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week, and Y7 learning is revisited regularly. Homework is set via Quizlet, paper tasks and Google Classroom.</p> <p>Each term includes a cultural study of an authentic text.  <b><u>This is the same throughout the academic year.</u></b></p> <p><b>Knowledge taught:</b>  <u>Tenses:</u> Past tense of regular -ar/-er/-ir verbs using I and you, future tense using ‘to go’ + infinitive, present tense review of all verbs.  <u>To be:</u> in depth work on Ser and Estar  <u>To do:</u> expansion on prior learning and use of pronouns.  <u>To have:</u> in singular and plural, as well as idiomatic uses.  <u>To want/To give:</u> in conjugated and infinitive forms  <u>To go:</u> understanding of the full paradigm of the verb, and using it with ‘de’ and ‘para’</p> <p><b>Reviewed skills:</b> forming negatives, adjectival agreement, do vs did, forming questions, question word use, present and future tense basics.</p> <p><b>New skills:</b> forming, understanding and using the past tense</p> <p><b>Memory Platforms:</b> Weekly vocabulary tests and all in-class activity scores are recorded.</p>	<p><b>This links to year 7</b> by revisiting all prior work and scaffolding it upwards to expand student knowledge.  <b>This links to previously taught</b> phonics, vocabulary and grammar from year 7.  <b>This is taught now because</b> students have a developed verb lexicon and so can move on to using past/future.  <b>This is taught before</b> the irregular verbs in different tenses <b>because</b> they can be learned by rote, whereas the regular verbs require skill and adaptation.  <b>This links to careers by</b> encouraging students to make and correct errors, as well as developing their communication skills.  <b>This is then developed in Y11</b> by students having a good foundation of past, present and future to use in their written and speaking exams.  <b>Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils’ OVERALL academic development and understanding</b>  This term gives groundwork for GCSE through emphasis on how what is studied will be used in future learning, and students develop analytical skills, memorisation and cognitive skills, and communication through regular speaking and group tasks.  <b>Termly Cultural Study:</b> Quiero Ver Una Vaca</p>	<p>Students are assessed weekly through vocabulary tests.</p> <p>At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and engages the phonics, vocabulary and grammar which are the key strands of the curriculum.</p> <p>The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at <a href="http://www.ncelp.org">www.ncelp.org</a>.</p> <p>Assessments in year 8 cover the term that has just finished <i>and</i> all work completed prior to that since the start of Y7. This builds their knowledge and reduces learning loss over time.</p> <p>Assessment length: approximately 40 minutes.</p>

<p><b>Spring Term</b></p>	<p><b>Learning overview: As above</b>  <b>Knowledge taught:</b>  <u>Tenses:</u> past tense of regular -ar/-er/-ir verbs using he/she and revisiting the present, plus the same for irregular verbs.  <u>The personal 'a'</u>  <u>Reflexive verbs vs personal pronouns:</u> using mi/mis and tu/tus as well as me and te  <u>Word order:</u> OVS and using <u>direct object pronouns</u> in speech and writing  <u>Opinion verbs/Personal verbs:</u> using these with I/you/he/she  <b>Reviewed skills:</b> regular verbs in the past and present tense, using and adapting key irregular verbs, responding to questions spoken aloud and in writing.  <b>New skills:</b> explaining and analysing word order in sentences, Differentiating between past and present tenses, recognising and using direct object pronouns, writing and reading longer segments of text, differentiating between tenses when listening.  <b>Memory Platforms:</b> As above</p>	<p><b>This links to year 7 by</b> adding layers to what they have studied, whilst also requiring recall of phonics, vocabulary and grammar.  <b>This links to previously taught</b> work on infinitive verbs and adaptation to different tenses, and differences between English and Spanish sentence construction  <b>This is taught now because</b> students have grasped the present and future tense, so we move on now to a third tense with a range of pronouns.  <b>This is taught before</b> the present continuous <b>because</b> students need to be able to confidently use the verbs 'to be' before tackling the next step  <b>This links to careers by</b> discussing GCSE options in class and analysing longer texts, as this is done in most GCSE subjects.  <b>This is then developed in Y11 by</b> having knowledge of the precise grammar concepts which are required for GCSE grades 7-9  <b>Why are we teaching these topics?</b> We teach reflexive and personal pronouns so students can better express themselves and give detailed information.  <b>Termly Cultural Study:</b> Ayaymamá</p>	<p>See above.  The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss.  Assessment length: approximately 45 minutes.  Note: During this term we also spend 1-2 lessons discussing the options process and why languages are important for future study and success. Students have an opportunity to discuss this in more detail 1-1 with teachers at Options Evening in February.</p>
<p><b>Summer Term</b></p>	<p><b>Learning overview: As above</b>  <b>Knowledge taught:</b>  <u>Key verbs:</u> -ar verbs in the present tense, es/son (forms of 'to be'), to have, to be, to be able to, to have to, to want to in all forms  <u>Past tense:</u> consolidating all -ar/-er/-ir verbs in the past tense with singular pronouns.  <u>Present continuous tense:</u> using the verb 'to be' with present participles  <u>Demonstrative adjectives:</u> this, that, those, these  <u>Adjective/number agreement</u>  <u>Possessive adjectives</u>  <b>Reviewed skills:</b> all from year 7 and year 8  <b>New skills:</b> forming the present continuous tense, saying who owns something, expansion in forming questions, differentiating between singular and plural in more complex phrases and texts.  <b>Memory Platforms:</b> As above</p>	<p><b>This links to year 7 by</b> concluding the 2 year course and combining all knowledge into one end of year assessment  <b>This is taught now because</b> students finish the year with capacity to use 4 different tenses in Spanish - preparing them to start the GCSE course in September.  <b>This is taught before</b> the topic based GCSE course <b>because</b> students will engage more successfully with a solid foundation in phonics, grammar and vocabulary  <b>This links to careers by</b> giving ALL students a working knowledge of a foreign language, which is very useful in a global job market.  <b>This is then developed in Y11 by</b> students needing all of this knowledge to succeed.  <b>Why are we teaching these topics?</b> We teach these two tenses at the end of year 8 so that students can discuss their 2 years of study and talk about what they are planning for the future.  <b>Termly Cultural Study:</b> La tomatina</p>	<p>The assessment at the end of year 8 takes place after the June half term, and combines information from the entire two year course. Students will be expected to combine and adapt their knowledge in this assessment.  Assessment length: approximately 45 minutes.</p>

## 14. Curriculum Map for Year 8 Music

<b>Number of hours per fortnight</b>	2
<b>Exam board</b>	N/A
<b>How course is assessed</b>	

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	<b>Overview, Knowledge, Skills &amp; Memory Platforms:</b>	<b>Links, Context &amp; Progression</b>	<b>Assessments</b>
<b>Autumn Term</b>	<p><b>Learning overview: Two Topics are covered each term</b></p> <p><b>Topic 1 Ukulele:</b> Students recap the theory of how chords are constructed and then apply this to learning chord shapes on Ukulele. To support progress they learn a series of popular songs at different levels of difficulty, singing and playing at the same time. Students work independently in small groups.</p> <p><b>Knowledge taught:</b> Names of strings and different parts and types of Ukulele. Students use chords to accompany singing - whole class and small group</p> <p><b>Skills:</b> Tuning. Students learn a range of chords. Accompanying while singing. How to read chord grids</p> <p><b>Memory Platforms:</b> Chord names/shapes/positions.</p> <p><b>Topic 2: We Will Rock You:</b> Students learn the basics of guitar, bass and drums. Working in small groups they create their own arrangement of 'We Will Rock You'</p> <p><b>Knowledge Taught:</b> Features and applications of acoustic/electric guitar and bass. Key vocabulary. How to set up an instrument/microphone using an amp and speaker. Safety procedures and Practice Room Etiquette.</p> <p><b>Skills:</b> Reading and interpreting TAB on Bass and Guitar. Band skills -playing in time together</p> <p><b>Memory Platforms:</b> Key Vocabulary, string/note names. Safety procedures.</p>	<p><b>Topic 1:</b> This links to previously taught notations and instrumental learning in Y7 and is taught now to prepare students for later Y8 guitar learning in Topic 2. Widens student experience of relating different notations to playing instruments. Embeds idea of melody and accompaniment.</p> <p><b>Topic 2:</b> Continues with string instrument learning and introduces the idea of cover versions. Links to later Y8 topics and scaffolds more challenging KS4 work</p>	<p><b>Topic 1:</b> Milestone assessment of whole class song. Peer Assessment Summative assessment of singing with accompaniment in small groups chosen song. Rehearsed, performed to class, recorded and graded.</p> <p><b>Topic 2:</b> Formative assessment (Success Criteria) of understanding of how to read and interpret TAB, playing riff accurately and in time. Summative assessment of student's part in band performance of their version of WWRY to class.</p>

<p><b>Spring Term</b></p>	<p><b>Topic 3 In at the Deep End:</b> Students select their own song to learn mostly without the aid of notation or written resources. They develop their aural skills by picking out the different layers in their chosen music, presenting their version of their song to the class at the end of the unit.  <b>Knowledge taught:</b> How to make informed choices.  <b>Skills:</b> Listening deeply. Pulse and Timing.  <b>Memory Platform:</b> Recapping set up routines. Practice Room Etiquette  <b>Topic 4 Set Song:</b> Building on their knowledge from Unit 2, and working in a band setting, students learn how a song is put together by playing their part of a set song using given notations/resources. Following on from developing minimal material (2 riffs) and interpreting aurally in prior topics students are now provided with all notations and resources. This gives students the tools to learn a piece of music in several different parts using different instruments  <b>Knowledge Taught:</b> Range of chords on guitar. Bass TAB. Song structure. Approaching how to learn and produce a piece of music for performance.  <b>Skills:</b> Interpreting resources and different notations. Singing and playing accurately and in time with other musicians. Effective rehearsal skills. Working to a deadline.  <b>Memory Platform:</b> TAB, Key Word, Interpreting chord grids on guitar</p>	<p><b>Topic 3:</b> Students listen deeply to their chosen song, picking out aurally what they can of their part. This helps students focus on a particular instrument, an essential skill in later KS4 work.</p> <p><b>Topic 4:</b> As a result of prior learning students learn and adapt material more quickly. This topic prepares students for Topic 4 and later KS4 performance work when they will have to find and interpret their own resources.</p>	<p><b>Topic 3:</b> Teacher obs of deep listening. Milestone assessment of progress in group L4 Summative assessment. – students rehearse, perform to class and are recorded and graded.</p> <p><b>Topic 4:</b> Teacher observation of guitar chords/bass TAB learning. Milestone assessment of progress in group. Summative assessment. – students rehearse, perform to class and are recorded and graded.</p>
<p><b>Summer Term</b></p>	<p><b>Topic 5 Film Music Studies:</b> Students focus on three types of music commonly used in film – Atmospheric, Mickey Mousing and Theme music. They compose short pieces in response to a film clip working in pairs/small groups incorporating the key features of each type.  <b>Knowledge Taught:</b> Why and how music is used in film and its effect on the drama. Categorisation/instrumentation of different types of film music. Musical devices/clichés used such as character motifs.  <b>Skills:</b> Composing using a range of instruments and sound effects to create an atmosphere /respond to the screen action/compose memorable character motifs.  <b>Memory Platform:</b> Identifying types of film music, keyword vocabulary, key features  <b>Topic 6 Music Sequencing:</b> Following on from their work in Y7 students create a piece of music to a set brief. They can work in any style of music and manipulate their sounds using effects and mixing techniques. They export a finished product suitable for broadcast on the school radio.  <b>Knowledge and Skills:</b> How to produce music using a sequence. Use of effects. How to mix and balance tracks. Converting and exporting audio files.  <b>Memory Platform:</b> Sequencing vocabulary. Revisiting the elements. Tick list – How to compose to a brief</p>	<p><b>Topic 5:</b> This is taught now to progress students listening skills in a broader context needed in later KS4 study. Students apply the deeper listening skills from Topics 3 and 4 to unfamiliar types of music.</p> <p><b>Topic 6:</b> Students use prior Y7 knowledge and skills making rapid progress to this KS4 level work. They gain confidence from other skills learned i.e., IT – presenting and explaining their work visually/verbally.</p>	<p><b>Topic 5:</b> Formative assessment recorded on short pieces. Summative at the end of the Topic based on longer composition incorporating all three styles</p> <p><b>Topic 6:</b> Peer and self-assessment. Summative assessment based on exported finished product.</p>

## 15. Curriculum Map for Year 8 PE

<b>Number of hours per fortnight</b>	4
<b>Exam board</b>	Core PE
<b>How course is assessed</b>	Me in PE - Use of Emerging, Developing, Securing and Mastering Learning Criteria. ATL (1-4) levels.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
<b>Autumn Term</b>	<p><b>Learning Overview</b></p> <ol style="list-style-type: none"> <li>1. Find and utilize the interest in <b>ALL</b> for lifelong learning and participation in PE</li> <li>2. Develop whole rounded independent learners that are '<b>physically literate</b>' across a range of activity areas</li> <li>3. Provide all students an opportunity to develop <b>confidence and self-esteem</b> through sporting competition for all genders and abilities.</li> <li>4. Develop <b>healthy and active young adults</b> that can communicate and share ideas as part of a team.</li> </ol> <p><b>Knowledge taught:</b> Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria in relation to the factors that underpin performance in physical activity and sport. Challenging tasks criteria in relation to ME in PE (Emerging, Developing, Securing and Mastering levels)</p> <p><b><u>Pupils are assessed within baseline activities in the first 8 lessons across the 5 topic areas in PE.</u></b></p> <p><b>1. Practical skills</b> – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.</p> <p><b>Skills:</b> Build on physical development skills learnt key Stage 2. Fundamental movement skills run, jump throw, catch.</p>	<p><b>This links to KS3 by:</b> Units link to KS3 by building on physical development skills and providing challenge, opportunities and progression in the following areas. Team and individual sports.</p> <p><b>This is taught now because:</b> These are new courses and give a depth and variety to learning experiences. The units of work built on lesson content/ strands of learning and key words learnt in key stage 1 and 2.</p> <p><b>This links to careers by:</b> Delivering experiences which allows talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport. Pursue a career as:  PE Teacher Sports, Scientist, Personal Trainer Sports Journalist. Sports Analyst etc.</p>	<p><b>Check point Assessments:</b> These are through checkpoint assessments, on all units throughout the course. Staff complete initial, mid and final assessments.</p> <p>Assess the following sports in the Autumn Term</p> <ul style="list-style-type: none"> <li>● <b>Outdoor Education</b>- Team building, OAA, Orienteering</li> <li>● <b>Invasion Games</b>- Handball, Rugby, Netball</li> <li>● <b>Dance and Health and fitness</b>- Exploring and developing ideas, confidence, maintaining health and wellbeing.</li> </ul> <p><b>End of Unit Assessments:</b> Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on ME in PE (cognitive score and physical score) (Emerging, Developing, Securing and Mastering levels)</p> <p><b>Practical Assessments:</b> Students are assessed on their performance, knowledge and understanding.</p> <p>Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well</p>

	<p>Develop flexibility and strength. Competition against self and others. Students will get the opportunity to try a range of activity areas to develop student knowledge in the components of Physical fitness. They will understand why, when and how to improve their performance.</p> <ul style="list-style-type: none"> <li>● Safe practice in all sports learnt, key rules and regulations.</li> <li>● Knowledge of how to warm up? Why?</li> <li>● Knowledge of Active and Passive stretching</li> </ul> <p><b>2.Cognitive skills</b> – Confidence, communication, teamwork and responsibility.</p> <p>In PE and Sport, we have designed our curriculum around the needs of our young people. In year 7, students arrive at a large new school with many new faces and new people to form friendships and relationships with. Our PE curriculum responds to this, ensuring that all have the opportunity to develop an important set of cognitive skills needed around the whole school. A student’s ability to work together transcends the whole school day, and ensures that students feel confident and have the communication skills to be active participants in daily school life. These skills are taught through a range of practical activities that students will find both fun and engaging.</p> <p>The curriculum also gives students an equal opportunity to develop an important set of practical skills regardless of their previous experience or ability.</p> <p><b>Memory Platforms:</b></p> <ul style="list-style-type: none"> <li>● Developing and <b>learning vocabulary</b> lists from previous lessons defining key words -</li> <li>● Students engage in <b>starter and plenary tasks</b> to reinforce learning.</li> <li>● Focus on <b>Describe</b>, <b>Explain</b> and <b>discuss</b> questions to promote learning, memory and recall.</li> <li>● Regular <b>conversations/discussions</b> in starters and plenaries will promote the concept of students volunteering developing selfless service in the community by training as a <b>Longhill Sports Leader supporting sporting festivals</b>.</li> </ul>	<p><b>This is then further developed in KS3 and KS4 by:</b> Students opting to take GCSE PE or Sports Studies in year 9 to extend their learning.</p> <p>In year 9 -10 and 11 core PE students select a sports pathway to empower students in decision making.</p> <p><b>Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils’ OVERALL academic development and understanding:</b></p> <p>By focusing on the foundations and key expectations of the National Curriculum in KS3 PE in Year 7 students can then develop and progress over time, raising self-esteem developing a lifetime engagement in sport and physical activity.</p>	<p>the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situations.</p> <p>The following Me in PE criteria are assessed in the academic year. See curriculum plan 2021 for outline of sports being taught.</p> <p>Different units of work focus on -</p> <p>Physical Me</p> <ul style="list-style-type: none"> <li>● - Personal Me</li> <li>● - Thinking Me</li> <li>● - Healthy Me</li> <li>● - Creative Me</li> <li>● - Social Me.</li> </ul>
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<b>Spring Term</b>	<p><b>Learning Overview</b> Developing students, knowledge, understanding and physical ability across outdoor and indoor invasion activities, gymnastics and badminton by building confidence, communication skills and teamwork. Students will be able to perform in front of others and give feedback on WWW and EBI showing empathy and motivation.</p> <p><b>Knowledge taught:</b> Build on physical development skills learnt key stage 2. Fundamental movement skills in Team games, Dance and Gymnastics Develop Key Core values through participation in the Power of sport-TREDS- Teamwork- Respect- Enjoyment- Discipline - Sportsmanship</p> <p><b>Skills:</b> Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria in relation to the factors that underpin performance in physical activity and sport. Challenging tasks criteria in relation to ME in PE</p> <p><b>1.Practical skills</b> – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.</p> <p><b>2.Cognitive skills</b> – Confidence, communication, teamwork and responsibility.</p> <p>(Emerging, <b>Developing</b>, <b>Securing</b> and <b>Mastering</b> levels)</p> <p>Different units of work focus on - Physical Me - Personal Me- Thinking Me- Healthy Me - Creative Me- Social Me.</p> <p>Develop a range of tactics and strategies to overcome opponents. Develop analyse and evaluating skills to improve the performance of self and peers across a range of physical activities.</p> <p><b>Memory Platforms:</b> Developing and learning vocabulary lists from previous lessons defining key words - Students engage in starter and plenary tasks to reinforce learning.</p>	<p><b>This links to KS3 by:</b> Units link to ks3 by building on physical development skills and providing challenges, and opportunities building on National curriculum expectations.</p> <p><b>This is taught now because</b> units of work build on strands of learning in key stage 1and 2.</p> <p><b>This links to careers by:</b> Experiences will allow students' talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport.</p> <p><b>This is then further developed in KS3 and KS4 by:</b> Providing opportunities for students to Apply knowledge and understanding with challenge.</p> <p><b>Why are we teaching these topics?</b> They develop foundations and key expectations of the National Curriculum in KS3 PE developing sustained levels of activity and promote healthy lifestyles. This links closely to the mastery model of learning and research suggests this is beneficial to learning. All units in Autumn Spring Summer terms provide progressive opportunities that build on previous learning. KS2 and 3.</p>	<p><b>Check point Assessments:</b> These are through checkpoint assessments, on all units throughout the course. Staff complete initial, mid and final assessments.</p> <p>Assess the following sports in the Spring Term</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b>- Teamwork, Tactical awareness and skill application</li> <li>● <b>Football</b>- Teamwork, Tactical awareness and skill application</li> <li>● <b>Gymnastics</b>- Confidence</li> <li>● <b>Badminton</b>- Coordination and resilience</li> </ul> <p><b>End of Unit Assessments:</b> Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on MEinPE (cognitive score and physical score) (Emerging, <b>Developing</b>, <b>Securing</b> and <b>Mastering</b> levels)</p>
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Summer Term

### Learning Overview

Developing knowledge, understanding, technical and physical skills in relation to performing in Athletics, Strike and field and Tennis.

Overview of content in the following sports in the Autumn Term

- **Athletics**- Health and fitness- To perform across a range of track and field events by learning how to improve my own and other performance. Students will show a drive to push and motivate themselves by showing good resilience and health/fitness.
- **Tennis**- Learn the importance of coordination and how to improve technique. Learn how to perform and range of shots and the rules surrounding singles and doubles
- **Striking and fielding** (Rounders, Stoolball, Cricket)- Teamwork and communication- Rules and skills needed to be successful within a game.

**1. Practical skills** – ABC (Agility, Balance and Coordination) fitness, basic sport specific skills and body control.

**2. Cognitive skills** – Confidence, communication, teamwork and responsibility.

(Emerging, **Developing**, **Securing** and **Mastering** levels)

**Knowledge taught:** Build on physical development skills learnt key stage 2. Fundamental movement skills in Athletics, Strike and field and Team building.

Competition against self and others. Team building students attempt problem solving tasks which focus on teamwork.

**Skills:** Students will be expected to use their learnt theoretical and practical skills and knowledge to achieve assessment criteria. Demonstrate thinking and practical skills performing athletic events -Throwing Jumping and Running. Compete against your own personal best and peers. Demonstrate understanding the principles of hitting, catching, fielding and applying tactics. (Coach supports learning of others

**Memory Platforms:** Developing and learning vocabulary lists from previous lessons defining key words.

**This links to KS3 by:** Units link to KS3 by building on physical development skills and providing challenge, opportunities and progression.

### This is taught now because:

These are new courses and give a depth and variety to learning experiences. The units of work built on lesson content/ strands of learning and key words learnt in key stage 1 and 2. Builds on physical skill development learnt in KS1 and 2.

**This links to careers by:** Allowing students talents to shine through, inspire an interest and self-belief in a career pathway and journey in sport.

### This is then further developed in KS3 and KS4 by:

knowledge, skills, processes and understanding being challenged by differentiated learning criteria.

These are through checkpoint assessments, on all units throughout the course. Staff complete initial , mid and final assessments.

Assess the following sports in the Summer Term

- **Athletics**- Health and fitness- How effective can you perform events and how you can set SMART targets to improve performance.
- **Tennis**- Coordination and resilience- Can you self-regulate yourself to improve coordination by playing small sided games. Understanding of rules.
- **Striking and fielding** (Rounders, Stoolball, Cricket)- Teamwork and communication

### End of Unit Assessments:

Students will be assessed at the end of every unit through the summative process. Students will be awarded ATL (1 to 4) level and a grade in relation to learning criteria based on ME in PE (cognitive score and physical score)  
(Emerging, **Developing**, **Securing** and **Mastering** levels)

### Why are we teaching these topics?

They develop foundations and key expectations of the National Curriculum in KS3 PE developing sustained levels of activity and promote healthy lifestyles. Units of work inspire mass participation in sport. Elite and gifted sporting talent can be identified, fast tracked into school, community and national pathways of support to enable students to maximise their talent and potential. Inspire students to be a Longhill Sports Leader supporting school inter house sport, school clubs and community sport festivals with our primary school partners.

We will build on the Sports Captains developed in primary schools focusing on qualities of a good Sports Leader, role model leadership skills, organisation and communication skills working in teams.

## 16. Curriculum Map for Year 8 PSHE

Number of hours per fortnight	1
How the course is assessed	Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons

Note: Memory Platforms are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills	Links, Context & Progression	Assessments
Spring Term 2	<p><b>Learning overview:</b> Drugs scheme including categorisation of drugs, tobacco, alcohol, cannabis, resisting peer pressure.</p> <p><b>Knowledge taught:</b> To be aware of some of the local and national statistics around smoking. To examine ideas and pre-conceptions surrounding people that smoke and to consider why some people smoke and to consider the 'true' cost of smoking. To know of some of the ways available to assist people with stopping smoking. To understand how alcohol can affect not just the user, but other people also. To identify the risks associated with alcohol related situations and to explore strategies for dealing with alcohol related situations. To develop knowledge and understanding of cannabis</p> <p><b>Skills:</b> Critical thinking, empathy skills, building self-confidence, self-esteem, team-working and communication skills, prioritising skills. To develop the skills of negotiation and assertion.</p>	Drugs education continues throughout the school PSHE programme in every year group revisiting and enhancing knowledge of specific drugs and skills of resisting peer pressure, supporting friends, harm reduction.	Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons

<p>Summer Term 1</p>	<p><b>Learning overview:</b> Mental wellbeing including a focus on stress, negative thinking traps, healthy eating and nutrition and eating disorders; self-harm and signposting themselves and others to support</p> <p><b>Knowledge taught:</b> Students will be able to identify how stress affects their own bodies and to have strategies to manage stress. Students learn to identify different types of negative thoughts that they fall back on and to develop strategies to manage their negative thoughts and habits. Students learn about the balance of the Eatwell plate and how to identify the benefit on the body of different food groups. They also learn to identify the signs of an unhealthy body image and the triggers of an eating disorder. Students are taught to feel more comfortable talking about self-harm and how to know the signs to look out for in a friend. Students will be able to identify early warning signs and feelings they get in their bodies that tell them when they feel unsafe. They are also able to think about and find adults in their life – at home, at school and in the community, who they feel safe with. Students are supported in being able to identify how they go about getting help for themselves and others</p> <p>Skills: Research skills, building self-confidence, self-esteem, team-working and communication skills. Risk reduction skills. Empathy skills and self-awareness</p>	<p>Wellbeing, mental and physical, is a strand that runs through nearly all PSHE education. It is more discretely revisited in Year 10 when students look at more age appropriate material of some of the topics in Year 8 as well as depression and anxiety in more depth.</p>	<p>Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons</p>
<p>Summer Term 2</p>	<p><b>Learning overview:</b> Respect for yourself and others including digital footprint and staying safe, cyberbullying and peer pressure online; online image Vs reality focussing on online self-esteem and avoidance of child sexual exploitation. Sexuality and gender stereotyping.</p> <p><b>Knowledge taught:</b> To be able to understand the risks of using the internet and electronic communication as well as having a better understanding of the law in relation to the use of electronic communication and personal information. Students are taught to define cyberbullying and recognise examples of it and to know how to find help and who to speak to if they're worried about something online. Students can understand what grooming is and the different forms it can take.</p>	<p>Relationship and sex education builds on what has been done in primary school, particularly in year 6 on conception and then continues throughout the school PSHE programme revisiting and enhancing knowledge</p>	<p>Baseline assessments within lessons to assess what a student already knows leading to endpoint activities to demonstrate learning at the end of a lesson or series of lessons</p>

	<p>Students can define peer pressure and give examples of how it can happen online and be able to consider how a good friend should behave and assess if they are a good online friend. Students can give advice to others about how to resist peer pressure online and offline and reflect on how life online can idealised and may not reflect reality. Students can devise strategies to boost their self-esteem and consider ‘how to be happy’ identifying factors and circumstances that make them happy and compare this to others as well as recognising that a positive sense of self contributes to happiness. Students understand the concept of gender stereotyping and are able to give examples of how stereotypes may affect behaviour and attitudes.</p> <p><b>Skills:</b> Research skills, body confidence, normative messages about ‘what is normal’, looking after your body, empathy and awareness, supporting others. Friendship skills. Building self-awareness and confidence. Being able to celebrate difference and diversity as well as appreciating commonality</p>	<p>and skills to ensure that a student can look after themselves, their bodies, their relationships and their attitudes and values towards others with safety, health and happiness. Online safety and harms is a strand that runs through much of PSHE education</p>	
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## 17. Curriculum Map for Year 8 Religion and Ethics

<b>Number of hours per fortnight</b>	2
<b>How the course is assessed</b>	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	<b>Overview, Knowledge, Skills &amp; Memory Platforms:</b>	<b>Links, Context &amp; Progression</b>	<b>Assessments</b>
<b>Autumn Term 1</b>	<p><b>Learning overview:</b> An introduction to Buddhism through the life and teachings of the Buddha</p> <p><b>Knowledge taught:</b> The Buddha's early life and the teaching of compassion; the Four Sights; the Middle Way; Enlightenment; the Buddha's teaching on suffering; the Four Noble Truths; arguments for and against being wealthy.</p> <p><b>Skills:</b> Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.</p>	<p>Links to the study of Hinduism in Year 7 as the unit shows how Buddhism developed historically in India. Buddhism is a key component of the GCSE in Religion and Ethics.</p>	Test
<b>Autumn Term 2</b>	<p><b>Learning overview:</b> A study of the significance of sacred places in the world.</p> <p><b>Knowledge taught:</b> The importance of the city of Jerusalem to three religions; a basic understanding of the Arab-Israeli conflict; pilgrimage; Christian pilgrimage sites in the Holy Land; Christian and Jewish beliefs and practices; the origins of Islam and the life of Muhammed; the Five Pillars of Islam; the importance of the Hajj to Mecca.</p> <p><b>Skills:</b> Understanding the influence of religion on individuals and communities; comparing and contrasting different religions; preparation for adult life in a pluralistic and global community.</p>	<p>This links back to the study of Judaism and Christianity in Year 7. Links the events studied eg the sacrifice of Isaac and Jesus' crucifixion, with holy sites. Chronologically, shows how Islam developed out of Judaism and Christianity, and explores the similarities and differences between these 3 Abrahamic religions. Christianity is an essential component of the GCSE in Religion and Ethics. Practices, including pilgrimage, are also an essential component of the GCSE.</p>	Test

<p><b>Spring Term 1</b></p>	<p><b>Learning overview:</b> An introductory thematic study of Crime and Punishment</p> <p><b>Knowledge taught:</b> Criminal justice system in the UK; different types of crimes and punishments; the aims of punishment; the reasons for crime; why the UK abolished the death penalty; arguments for and against the death penalty including Christian and Buddhist attitudes.</p> <p><b>Skills:</b> Developing arguments; analyzing and evaluating; reflecting on own values; ethics; preparation for adult life in a pluralistic and global community.</p>	<p>Crime and Punishment is an essential component of the GCSE in Religion and Ethics. Links to the study of Christianity and Buddhism by applying the beliefs studied to a moral issue (ie the death penalty).</p>	<p>Test</p>
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## 18. Curriculum Map for Year 9 Science

<b>Number of hours per fortnight</b>	6
<b>Exam board</b>	AQA
<b>How course is assessed</b>	100% exam – 6 exams in year 11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	<b>Overview, Knowledge, Skills &amp; Memory Platforms:</b>	<b>Links, Context &amp; Progression</b>	<b>Assessments</b>
<b>Autumn Term</b>	<p><b>Learning overview:</b> Topics include – separating mixtures; light and waves; organs; chemical reactions</p> <p><b>Knowledge taught:</b> separating mixtures – dissolving; solubility of salts; evaporation; distillation; filtration; chromatography. Light and waves – properties of light; reflection; refraction; the eye; white light; colored light; waves. Organs – gas exchange system; mechanism of breathing; impact of exercise, alcohol and smoking; effects of drugs; the skeleton; muscles and antagonistic pairs. Chemical reactions – chemical reactions; chemical or physical; word and symbol equations; thermal decomposition; combustion.</p> <p><b>Skills:</b> Explain dissolving; comparison of salt solubility graph's; link rate of evaporation to crystal size; describe and explain how distillation works; evaluate the effectiveness of filtration; calculate R-values in chromatography; draw diagrams to explain how reflection and refraction works; explain how objects appear different colours; identify longitudinal and transverse waves; name the organs of the respiratory system; explain adaptations of the lungs; describe what happens to rib cage and diaphragm when breathing; describe the effects of exercise, smoking and asthma on the lungs; explain the effects of various drugs on the body; describe and explain the function of various skeletal aspects; explain how the muscles, connective tissues and skeleton allow movement and flexibility; how antagonistic muscle pairs work; identify physical changes and chemical reactions; justify scientific hypothesis; complete word and symbol equations; practical science skills.</p>	<p>The science work for year 8 both follows on from the topics the students completed in year 7 and also helps prepare the students for starting the GCSE syllabus in year 9.</p> <p>Students have already done some work in KS2 about separating mixtures including: filtering and evaporating which along with the work they would have done in year 7 about changes of state will help with distillation. These topics also form part of the GCSE curriculum.</p> <p>The students would have done some previous work at KS2 on reflection and light which will be built on in this topic and useful in GCSE.</p> <p>How the skeletal system and muscles are used for protection, support and movement is work that has been done at KS2 and this along with the breathing system that they will be taught link to Biology topics later.</p> <p>Students have had practice during year 7 which word and symbol equations which will be expanded upon during the chemical reaction topic which links to the chemistry GCSE syllabus.</p>	<p>End of topic assessment for – separating mixtures; light and waves; organs; chemical reaction. Online assessment which covers the topics of separating mixtures and light and waves.</p>

	<b>Memory Platforms:</b> exam style questions, mini-white board questions, peer and self-assessment.		
<b>Spring Term</b>	<p><b>Learning overview:</b> Topics include – reproduction; electricity; the periodic table</p> <p><b>Knowledge taught:</b> Reproduction – male and female reproductive system; gametes; fertilization; life in the womb; the menstrual cycle; reproduction in plants; seed dispersal. Electricity – electric charges; electric fields; current; resistance; circuit diagrams; parallel and series circuits; thermistors. The periodic table – introducing the periodic table; groups and periods; group 1; metals and acids; metal oxides and acid; carbonates and acid</p> <p><b>Skills taught:</b> Label the reproductive system and explain what the parts do; describe and explain how gametes are specialised for their role; sequence the stages of fetal development and explain how the umbilical cord keeps the fetus alive; analyse results from experiments; suggest ways of controlling fertility; describe and explain the shape of electric field lines; draw and make simple circuits describe and explain the relationship between resistance and current; describe relationships between variables; describe the flow of current in series and parallel circuits; Use experimental observations to comment on properties of metals and non-metals; draw electron shells for certain elements; describe the reactivity of group 1 metals; represent compounds by formula; recall types of salt made by different acids; practical science skills.</p> <p><b>Memory Platforms:</b> exam style questions, mini-white board questions, peer and self-assessment.</p>	<p>Previously at KS2 students will have looked at reproduction and growth which links with the topic of reproduction which builds upon it and links to future biology topics for the GCSE. Electricity forms quite a large section of the GCSE physics curriculum so the work they do during the topic links well with that and gives a good grounding to build on later. The students have also done work on electricity at KS2 including being able to: identify simple components; work on simple series circuits; conductors and insulators; voltage and drawing circuit diagrams.</p> <p>Students will have done some work at KS2 about formation of new materials including burning and the action of acid on bicarbonate of soda. This work they have done and the chemistry done in year 7 links well with the periodic table topic which then links with areas of the chemistry GCSE syllabus.</p>	<p>End of topic assessments for – reproduction; electricity; the periodic table. Online assessment covering: organs; chemical reactions and reproduction</p>

<p><b>Summer Term</b></p>	<p><b>Learning overview:</b> Topics include – relationships in ecosystems; forces and space</p> <p><b>Knowledge taught:</b> Relationships in ecosystems – niches in ecosystems; collecting data from local habitats; food chains, webs and pyramids of numbers; interdependence between species; bioaccumulation. Forces and space – forces are pushes and pulls; resistive forces; newtons first law; how gravity differs in the solar system; movement of celestial bodies; how craters form; formation of stars and planets</p> <p><b>Skills:</b> Describe the role of variation in developing niches in ecosystems; practical skills in collecting data; estimating populations using data; draw pyramids of numbers; explain energy transfer between organisms; evaluate the importance of bees on other species; Can link the need for humans to maximise their food production to consequences; use force arrows to show direction and magnitude; describe ow friction can be reduced; calculation of newtons first law and weight; describe the relative motions of celestial bodies; describe how stars are formed.</p> <p><b>Memory Platforms:</b> exam style questions, mini-white board questions, peer and self-assessment.</p>	<p>Students have done some work about ecosystems in both KS2 and year 7 which is a good basis for the work they will do this topic including collecting data collection from the environment. This work links with later years at GCSE where there are topics about interdependence and ecosystems. Work has been done previously on forces in both KS2 and year 7 including work on friction. There are also links to the KS2 curriculum with the force of gravity on objects, this is used during this topic and expanded upon. It also links with double science physics topics about different forces and triple science physics topics about space.</p>	<p>End of topic assessments for – relationships in ecosystems; forces and space. Online assessment covering the topics of electricity and the periodic table.</p>
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