

ARMTHORPE ACADEMY

LONG-TERM PLAN AUTUMN TERM



Y8	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary	
English					
Autumn 1	<p>The Poetry of War Who's For The Game by Jessie Pope, Exposure by Wilfred Owen, War Photographer by Carol Ann Duffy, The Man He Killed by Thomas Hardy, My First by Jonathan Wilcox, Remains by Simon Armitage. <i>Writer's craft and language connotations, themes of a text (death, violence, suffering, heroism, time), presentation of the author /self</i></p>	<p>Formative Writing Assessment: Description of a war scene. Lesson 4. Formative Reading Assessment: Single poem analysis of Exposure. Lesson 11. Summative Reading Assessment: Compare the presentation of war in The Man He Killed and My First. Lesson 17.</p>	<p>Builds upon the poetry analysis skills that pupils developed in Year 7 (Culture and Identity Poetry). Develops single poem and comparative skills that will be used in GCSE poetry (Year 9 and Year 10). Helps pupils build a literary canon and cultural capital with influential poets like Owen but also young writers they can relate to like Wilcox. Topical with Remembrance Sunday / Local Community Links. Links to careers: War photographer, poet, journalism, army.</p>	Propaganda Enemy Trenches Conflict Pointless Haunting Recruitment Exposure Power Coward Guilt Disillusioned Patriotic Trauma	Context Sensory language First person narration Imagery Evaluation Writer's intention Metaphor Personification Rhyme Stanza
Autumn 2	<p>Gothic Narratives The Tell-Tale Heart by Edgar Allen Poe The Woman in Black by Susan Hill Frankenstein by Mary Shelley Writing a Gothic narrative. <i>Understanding of the Gothic genre and its conventions, structure of narratives, character development.</i></p>	<p>Formative Writing Assessment: Baseline narrative, continue the story. Lesson 2. Formative Reading Assessment: Analysis of The Tell-Tale Heart by Poe. Lesson 8. Summative Writing Assessment: Write a short narrative from a choice of 4 titles. Lesson 18.</p>	<p>This unit continues to broaden pupils' cultural capital by introducing them to the genre of Gothic and its links to Romantic and Victorian literature, as well as the work of canonical figures like Poe and Shelley. Victorian context builds on ACC and this context as well as the understanding of the Gothic genre prepares students well for the study of Jekyll and Hyde in Y10. The introduction to narrative is widened considerably by the Art of Writing unit in Y9. Links to careers: Film critic, novelist.</p>	Gothic Dramatic Ghoul Terrifying Atmospheric Immerse Overwrought Supernatural Unearthly Panicking Convulse Agitated Dreary Dismal	Proof-read Accuracy Re-draft Conventions Setting Protagonist Editing Antagonist Direct speech Connectives

French				
Autumn 1	Mes passes-temps (my free time) - Being able to talk about activities and sports that you and others do - Being able to give opinions on sports and activities	Vocabulary test Homework End of unit test: writing End of unit test: reading	Consolidation of opinions and sports GCSE topic	Tier 2: Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal
Autumn 2	Ma zone (my area) - Being able to talk about where you live and what you can do in your town - Being able to give and ask for directions <i>- Pen pal project: write a letter to a student from a French school describing your area and what you do in your free time</i>	Vocabulary test Homework End of unit test: listening End of unit test: speaking	Consolidation of talking about home Introduction of new topic relating to wider area and activities available Widening cultural experience and consolidation of topics in Y7 and Y8 GCSE topic	Tiers 3: Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1st person, 2nd person, 3rd person, French specific vocabulary – see folder
Geography				
Autumn 1	Bright Lights, Big City <ul style="list-style-type: none"> Urban areas Urbanisation Global cities Slums Slum redevelopment Counter urbanisation 	I'm a Favela Dweller, get me out of here Decision making activity about slum improvements Megacities documentaries Slumming It documentary Low stakes testing-weekly 4/5 marks exam questions	Developing a further understanding of people and the world-the broader issues facing people living in low income countries (links to KS4 curriculum on slums) Careers <ul style="list-style-type: none"> Town planner Recycling officer Environmental consultant 	Urban megacity rural global city Pavement dweller migration Redevelopment slum Counter urbanisation Life expectancy densely populated LIC cholera sanitation HIC
Autumn 2	Our Day Out <ul style="list-style-type: none"> Rural issues National parks Castleton Countryside code Types of environment 	Are tourists welcome in Castleton? Students have to independently decide whether tourism has a	Human and Physical Geography-how human activity from tourism changes the environment and the consequences of it (link to KS4 rural issues)	Rural urban national park Honeypot site sustainability Footpath erosion ecotourism National Trust pollution Tourist

	<ul style="list-style-type: none"> •Honeypot sites •Skegness and Blackpool 	<p>negative/positive impact on Castleton</p> <p>Low stakes testing-weekly 4/5 marks exam questions</p>	<p>Careers</p> <ul style="list-style-type: none"> • environmental education specialists • Ecologist • Environmental Consultant • Conservation manager 	
History				
Autumn 1	Local history study	<ul style="list-style-type: none"> ➤ Group research project (PowerPoint presentation and essay) 	This will be the year 8 study skills module. The aim is to provide students with a greater understanding of the environment around them and how it has developed over time. Majority of lessons will be source based study skills.	<p>Source (primary and secondary)</p> <p>Interpretation</p> <p>Analysis</p> <p>Assess</p> <p>Describe</p> <p>Explain</p> <p>Evidence</p> <p>Inference</p> <p>Change and continuity</p> <p>Cause consequence</p>
Autumn 2	<i>From Colony to Superpower: The USA 1776-2001</i>	<ul style="list-style-type: none"> ➤ Two assessment questions per term (One practice assessment and one formal) ➤ Regular key word tests throughout the module 	This is the broad, chronological module where students will develop an understanding of how the USA has developed into the world's leading superpower. The module will begin with the Revolutionary Wars and will chart the USA's political, economic, social and military development through the 19th and 20th centuries and finish with 9/11.	<p>Revolution</p> <p>Declaration of Independence</p> <p>George Washington</p> <p>Boston Tea Party</p> <p>Manifest Destiny</p> <p>Expansion</p> <p>Reservations</p> <p>Urban growth</p> <p>Industrialisation</p> <p>American Civil War</p>

Computing				
Autumn 1	Folders & file management Scratch Programming <ul style="list-style-type: none"> • Variables/constants • Sequence • Selection • Iteration • Assignment 	To produce a 'Pac man' style game to include: <ul style="list-style-type: none"> • at least 2 sprites (one designed/created) • appropriate design/background image • changing costumes • movement • point scoring 	Links to previous learning in year 7 with scratch. Developing the key concepts of programming further using a block programming language.	<ul style="list-style-type: none"> • Variables / Constants • Sequence • Selection • Iteration • Assignment ➤ Abstraction ➤ Decomposition ➤ Algorithm Thinking ➤ Algorithms ➤ De-bug ➤ (covered in year 7)
Autumn 2	BAFTA games developer awards <ul style="list-style-type: none"> • Introduction to games industry • Research current games/trends • Team work • Idea generator • Planning/developing idea • Producing supporting documents • Completing proposal 	To work in a team to produce a proposal for a new game. Students must identify the genre, intended audience, overview, and show plans for levels, characters, storyline etc. <i>Students who wish to enter the BAFTA competition can attend after school sessions in Spring 1 to complete and enter their submissions by the spring closing date.</i>	<ul style="list-style-type: none"> • To develop team working skills • Develop research skills and identify audience requirements • Develop problem solving skills • Completing formal documentation • Identify the range of career opportunities available in the games/software development industry • Opportunity to attend after school activities and enter a nationally recognised competition. 	<ul style="list-style-type: none"> • Primary research • Secondary research <p><i>Links to GCSE Business skills</i></p>
Art & Design				
Autumn 1	GEOMETRIC PORTRAITS <ul style="list-style-type: none"> • Production of Artist research – Josh Bryan. • Working in geometric patterns. • Studies in Ink, Pencil and Print. • Development of own ideas – by creating a portrait in a unique style. 	Formative assessment approaches: <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge 	<ul style="list-style-type: none"> • Challenging first project for Year 8. • Revisit and builds upon patterns and mark making skills learnt from Year 7. • Students equipped and capable to create such work at this stage. • Develop understanding of portraiture. 	Form Shape Line Tone Triangle Quadrilateral Ink Mark - making Portraiture Precision

		<p>and techniques when revisited.</p> <ul style="list-style-type: none"> • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> • To teach the understanding of creating artwork that is unique. 	<p>Pattern Geometric Unique Expression Mood Emotion</p>
Autumn 2	<p>FOOD</p> <ul style="list-style-type: none"> • Research into Realism and Pop Art techniques and processes – Joel Penkman, Roy Lichtenstein and Wayne Thiebaud. • Further develop drawing and painting skills observational studies. • Design and produce a series of drawings, prints, illustrations and paintings based on foodstuffs. • Observational drawing, colour theory exploration, studies in colour pencil, watercolour and felt-tip. • Still life drawing of foodstuffs. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. 	<ul style="list-style-type: none"> • Revisit and building upon colour theory knowledge learnt in Year 7. • Students now capable of blending colours having developed gradient skills in Year 7 projects - thus gaining a new skill to be used in the future. • Enhancing observational drawing skills by engaging in imagery that is more complex. • Further developing painting skills – by blending and mixing colours. Further developing a tonal range within painting. <p>Career links: Illustrator</p>	<p>Form Shape Line Tone Ink Mark - making Precise Branding Advertising Gradient Illustrations Realism Still life Proportion Scale Bold Vivid Vibrant Commercial</p>

		<ul style="list-style-type: none"> • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. <p>Teacher and students Wagolls/Misconceptions shared by students</p>		
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Hospitality & Catering

Autumn 1	To understand how to carry out a practical cooking task and work independently. Recap of prior learning from year 7 to develop their skills further and in more depth.	PP presentation - FSA food hygiene video. Worksheets – safety in the kitchen, risk and hazards. The 4C's of good hygiene and evaluations. Practical's	This will further develop their practical skills and understanding of a catering kitchen. There are links to the food industry if students want to develop their skills in the future.	Introduction to more catering terminology, such as 'bain marie' This is linked to a lot of French vocabulary.
Autumn 2	To understand the risks of cooking with meat. Linked to a deeper understanding of the different food poisonings and the cause and symptoms.	Matching tasks, video clips on food poisoning, worksheets, PP presentations. Demonstration on how to reduce the risk of food poisoning for high risk foods.	his will develop their understanding of food poisoning and how to reduce the risk, it will build on their prior knowledge from year 7. It will give them the confidence to be able to cook with meat and develop the repertoire of cooking different dishes.	Risk, confidence, repertoire, components, terminology, bacteria, temperature.

PE

Autumn 1	<p style="text-align: center;">Outwitting opponents</p> <p style="text-align: center;"><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games (Rugby, netball, hockey, football, basketball, handball and badminton)</i></p>	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes based on their ability levels • Officiating – Students' knowledge will be demonstrated when following and sharing rules with others. 	<ul style="list-style-type: none"> • Invasion games are generally covered first as they use the most transferrable skills from KS1 and KS2 (throwing, catching, moving). This then allows students' abilities to be built upon. • Weather- the weather is a large factor in choosing PE activities for certain times of year. • Seasons of competitions – Local fixtures/competitions run at 	<ul style="list-style-type: none"> • Progression • Adapting • Technique • Tactic • Adhering • Pulse raiser
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		<ul style="list-style-type: none"> • Questioning – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding 	<p>certain times of year, and to prepare students of this we do certain sports at certain times in the year.</p>	
Autumn 2	<p>Outwitting opponents <i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games (Rugby, netball, hockey, football, basketball, handball and badminton)</i></p> <p>Health and fitness <i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<ul style="list-style-type: none"> • Practical performance – students will work in certain groups/classes based on their ability levels • Officiating – Students’ knowledge will be demonstrated when following and sharing rules with others. • Questioning – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding 	<ul style="list-style-type: none"> • Invasion games are generally covered first as they use the most transferrable skills from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon. • Weather- the weather is a large factor in choosing PE activities for certain times of year. • Seasons of competitions – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year. 	<ul style="list-style-type: none"> • Progression • Adapting • Technique • Tactic • Adhering • Pulse raiser • Maximum heart rate • Aerobic • Anaerobic
Performing Arts				
Autumn 1	<p>Students will develop their drama, dance, music and performance skills whilst studying ‘Shrek The Musical’.</p> <p><u>Drama focus:</u> development of a range of different characters</p> <p><u>Dance focus:</u> development of a stylised dance routine</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: Students will perform in small groups at the end of the half term and will be assessed on their performance.</p> <p><u>Drama skills</u> Facial Expression /5 Use of Voice /5 Body Language /5</p>	<p>During the previous year students have developed their performance skills, this half term students are recalling their previous knowledge and applying it to higher level characters/choreography.</p>	<p>Rehearsal Performance Choreography Facial Expression Body Language Gesture Levels Dynamics Formations Timing</p>

		Actions /5 <u>Dance skills</u> Action /5 Timing /5 Space /5 Dynamics /5 <u>Performance skills</u> Focus /5 Confidence /5		
Autumn 2	Pantomime Students will study pantomime/comedy as a style of performance. <u>Drama focus:</u> <ul style="list-style-type: none"> • Exaggeration • Expression • Comedy 	Formative: Students will be quizzed/tested on their understanding of key words/skills. Summative: students will work towards a performance of a pantomime during the last week of half term and will be assessed on their performance. <u>Drama skills</u> Facial Expression /5 Use of Voice /5 Body Language /5 Actions /5 Focus /5 Confidence /5	Students have developed their skills and are now applying it to different performance styles. Pantomime fits well at this time of year as their performance will be before the Christmas break, fitting in with professional theatre productions at this time of year.	Comedy Expression Exaggeration Movement Gestures Projection
PSHE				
Autumn 1	Healthy lifestyles: 1. (H4) Strategies to help build resilience to negative opinions, judgements and comments. 2. (H10) Healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Stress and anxiety of students is at an all time high and students are getting younger when developing signs of poor mental health, therefore students should be taught early on how to manage their mood and mental health in a positive way. They have previously been taught about resilience in year 7 which will be built	Judgement Resilience Participation Benefits Strategies Mutilation

	<ol style="list-style-type: none"> 3. (H14) The benefits of physical activity and exercise for physical health and wellbeing. 4. (H14) The benefits of physical activity and exercise for mental health and wellbeing 5. (H18) What might influence decisions about healthy eating and a balanced diet and strategies to manage eating choices. 6. (H22)The risks and myths associated with FGM, its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subjected to FGM. 		<p>upon. They also need to be aware how diet and exercise can affect your mental wellbeing positively.</p> <p>Although we have only a small number of students who may be effected by FGM, it is normally around the age of puberty when young people are made victims of this, therefore they should be made aware of signs and symptoms they should look out for if they have friends of other religions to try and prevent this happening to more young people in the future.</p>	
Autumn 2	<p>Unhealthy lifestyles:</p> <ol style="list-style-type: none"> 1. (H26)Information about alcohol 2. (H26) Information about nicotine 3. (H26) Information about other legal and illegal substances. 4. (H25) Strategies to manage a range of influences on drug alcohol and tobacco use, including peers. 5. (H27) The personal risks and consequences of substance misuse, including occasional use. 6. (H27) The social risks and consequences of substance misuse, including occasional use. 	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Students will be coming under more pressure to try new things out of school for example smoking, alcohol and drugs. Students should be taught about the risks connected with the misuse of these substances. This will be built upon later in school life.</p>	<p>Nicotine Substance Influences consequences</p>
Science – see below				

Science		
	EOT Title	Careers Link
Autumn 1	Transition	What is a Scientist Different careers in Science Investigating Scientific concepts
Autumn 2	Matter	Forensic Science – Chromatography STEM - Uses of Elements
	Energy	Nutritional Science – Energy in foods Engineering – Insulation and heat loss/transfer

Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT1	HT1 Retrieval Starters	8.01	Indices	Writing powers in index form, Square numbers, Cube numbers, Further powers, Square Roots, Cube Roots	Index Form, Indices, Base Number, Exponent, Square number, Cube number, Square root, Cube root
	HT1 Fluency Quizzes	8.02	Prime Factorisation	Introduction to prime numbers, Prime factor decomposition, Expressing a number from a product of prime factors, Finding the LCM using prime factor decomposition, Finding the HCF using prime factor decomposition, HCF and LCM worded questions	Prime number, Prime Factor, Lowest common multiple, Highest common factor
	HT1 Hegarty Maths Clips	8.03	Rounding	Significant and Non-Significant Zeros, Rounding integers to the nearest significant figure, Rounding decimals to the nearest significant figure, Problem Solving	Significant figure, Integer, Decimal, Nearest
		8.04	Fractions	Equivalent Fractions, Fractions as integers, Simplify Fractions, Adding and subtracting fractions (7.09 Review), Multiplying Fractions, Dividing fractions	Equivalent, Fraction, Integer, Reciprocal, Numerator, Denominator
		8.05	Negative Number Review	Adding and Subtracting, Missing Numbers, Adding and Subtracting with Double Signs, Multiplying Negative Numbers, Dividing Negative Numbers	Negative, Positive
HT2	HT2 Retrieval Starters	8.06	Linear equations	Solving One Step Equations, Solving Multi-Step Equations, Negative Unknown, Brackets, Expanding and Simplifying, Unknowns on Both Sides	Variable, Equation, Expand, Simplify, Like Term, Inverse
	HT2 Fluency Quizzes	8.07	Linear equations in context	Forming expressions, Perimeter, Area, Geometry	Expression, Perimeter, Area, Equation
	HT2 Hegarty Maths Clips	8.08	Coordinates and basic graphs	Reading Coordinates, Plotting Coordinates, Midpoint of two coordinates, Horizontal and vertical lines	X Axis, Y Axis, Coordinate, Quadrant, Vertices, Vertex