

# ARMTHORPE ACADEMY

## LONG-TERM PLAN SUMMER 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	
<b>English</b>					
<b>Summer 1</b>	<p><b>Blood Brothers</b> 1980s modern drama by Willy Russell <i>The staging of a play, dramatic forms and conventions, presentation of character (Mrs Lyons, Edward, Mickey, Mrs Johnston), themes of a text (social class, hopes and dreams, relationships, poverty).</i></p>	<p><b>Formative Reading Assessment:</b> How is the character of Mrs Lyons presented in the extract? Lesson 6. <b>Summative Reading Assessment:</b> Write about the relationship between Edward and Mickey and how it is presented at different parts of the play. Lesson 14.</p>	<p>In Year 7, pupils studied drama through Shakespeare and developed an understanding of dramatic conventions and form. Knowledge of these conventions is built upon in this unit but a modern, post-war context provides a contrast to widen pupil understanding of drama. The context and the themes of social class and relationships reoccur in An Inspector Calls in Year 10. <b>Links to careers:</b> playwright, actor, theatre critic, director, further academic study through extended essay writing.</p>	<p>Superstition Social, historical and economic context Deprivation Poverty Liverpudlian Mobility Epitome Contentious Privilege Poverty Revenge</p>	<p>Tragedy Symbolise Personal response Counter argument Biography Staging Props Script Playwright</p>
<b>Summer 2</b>	<p><b>Macbeth</b> A historical tragedy by William Shakespeare. <i>The context of Elizabethan era, Shakespearean language, the genre of tragedy, the staging of a play, dramatic form and conventions, themes of a text (violence, death, revenge), presentation of character – Macbeth, Lady Macbeth.</i></p>	<p><b>Formative Reading Assessment:</b> How is Lady Macbeth presented in Act 1, Scene 5? <b>Summative Reading Assessment:</b> How does Shakespeare present the themes of power and control in Macbeth?</p>	<p>Second Shakespeare play studied – meeting National Curriculum requirements for KS3. Historical tragedy widens pupils’ cultural capital and is sequenced at this point (Y8 rather than Y7) due to the more mature themes in Macbeth of violence, death and revenge. These three themes in Shakespeare, as well as Shakespeare’s use of tragedy and tragic form, prepare students for the study of Romeo and Juliet in Year 9. <b>Links to careers:</b> Actor, director, scriptwriter, further academic study through extended essay writing.</p>	<p>Admirable Duplicitous Paranoid Merciless Tyrannical Calculating Ruthless Manipulative Remorseful Supernatural Fate Caesarean Witchcraft Paranoid Dishonourable</p>	<p>Hubris Tragic flaw Chorus Prologue Blank verse Prose Machiavellian Dramatic irony Foreshadowing Climax Tragic hero</p>

				Transgressive	
<b>French</b>					
<b>Summer 1</b>	<b>Mon identité (my identity)</b> - Being able to talk about yourself and your friends - Being able to talk about music and clothes	<b>Vocabulary test</b> <b>Homework</b> End of unit test: writing End of unit test: listening	<b>Consolidation of personality and build up learning to talk about friends and tastes</b> GCSE topic	<b>Tier 2:</b> <i>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i>	
<b>Summer 2</b>	<b>Paris, je t'adore (Paris I love you)</b> - Being able to say what you can and like to do in Paris, and exploring French history in Paris - <i>Pen pal project: write a letter to a student from a French school describing yourself</i>	<b>Vocabulary test</b> <b>Homework</b> End of unit test: presentation	<b>Widening cultural experience and research skills for independent learning Consolidation of term's learning for pen pal letter</b> GCSE topic	<b>Tiers 3:</b> <i>Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person,</i>  <i>French specific vocabulary – see folder</i>	
<b>Geography</b>					
<b>Summer 1</b>	<b>Who Wants to Live Forever?</b> <ul style="list-style-type: none"> <li>• Global population</li> <li>• Population density</li> <li>• Migration</li> <li>• Controlling population</li> <li>• Growing populations</li> <li>• Growing old gracefully</li> <li>• Policy making</li> </ul>	<b>How to decrease the population?</b> Students will work independently to suggest strategies to decrease the population size of a country and how effective they would be  Low stakes testing-weekly 4/5 marks exam questions	Human Geography-wider knowledge and understanding of how population growth can affect a countries resources etc. (Links to KS4 topic Development Issues)	migration Population pyramid population density HIC LIC One Child Policy Ageing population Life expectancy	

		Use 7.7 Billion People and Counting documentary		
<b>Summer 2</b>	<b>I'm Melting</b> <ul style="list-style-type: none"> <li>•Global Warming</li> <li>•Greenhouse gases</li> <li>•Human impact</li> <li>•Effects of GW</li> <li>•Ways to prevent GW</li> </ul>	Design an advert to highlight the issue of Global warming and its impact  Low stakes testing-weekly 4/5 marks exam questions	Physical and human geography on a global scale- weather and climate, including the change in climate from the Ice Age to the present and how humans interact to influence, and change the landscapes and the climate. (links to KS4 Climate Change topic)  <b>Careers</b> <ul style="list-style-type: none"> <li>• Sustainability Consultant</li> <li>• Environmental Management</li> </ul>	Global warming greenhouse effect greenhouse gases climate change methane carbon dioxide nitrogen Ice caps
<b>History</b>				
<b>Summer 1</b>	The Slave Trade	<ul style="list-style-type: none"> <li>➤ Two assessment questions per term (One practice assessment and one formal)</li> <li>➤ Regular key word tests throughout the module</li> </ul>	The first, small scale detailed study will give students an understanding of the Atlantic slave trade, how it worked and why its legacy is still present in today's world.	Slavery Atlantic Slave Trade Branding Triangular Trade Inferior Emancipation Cotton Industry Abolitionist
<b>Summer 2</b>	Women's Suffrage	<ul style="list-style-type: none"> <li>➤ Two assessment questions per term (One practice assessment and one formal)</li> <li>➤ Regular key word tests throughout the module</li> </ul>	The second detailed study will give students an understanding of women's suffrage at the beginning of the 20th century in Britain and will focus on the Suffragists, Suffragettes and the impact of WW1.	Suffrage Suffragist Suffragette Millicent Fawcett Emmaline Pankhurst Herbert Asquith Militancy

<b>Computing</b>				
<b>Summer 1</b>	<p>Online Safety</p> <ul style="list-style-type: none"> <li>• What to trust online (Relevant &amp; reliable)</li> <li>• How to search smart (Efficient searching)</li> <li>• Copyrights &amp; copy wrongs (Understanding copyright legislation)</li> <li>• Staying safe online</li> </ul>	<p>A variety of mini quizzes, online tests and task sheets/activities linked to online safety topics.</p>	<ul style="list-style-type: none"> <li>• Skills to assess if information found online is reliable. Links to general curriculum skills and IT skills required at all levels.</li> <li>• Links to UK, EU and international rules on Copyright legislation, how these can differ and how it can affect individuals online using mediums such as social media, video sharing media etc.</li> <li>• Online safety continued from year 7. Using child safety resources to further iterate the dangers and how to stay safe. Links to PSHE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• DPA - Data Protection Act</li> <li>• GDPR – General Data Protection Regulations</li> <li>• Legislation</li> <li>• Copyright, Designs &amp; Patents Act</li> </ul>
<b>Summer 2</b>	<p>Report Writing</p> <ul style="list-style-type: none"> <li>• Primary / Secondary research</li> <li>• Presenting information (graphs)</li> <li>• Informal report: <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Findings</li> <li>○ Conclusions</li> </ul> </li> </ul>	<p>Completed report to include:</p> <ul style="list-style-type: none"> <li>• Front Cover</li> <li>• Introduction</li> <li>• Contents page</li> <li>• Page numbers</li> <li>• Findings</li> <li>• Conclusion</li> <li>• References</li> </ul>	<p>Linked to:</p> <ul style="list-style-type: none"> <li>• Maths – Tally charts/graphs</li> <li>• Business – research, report writing</li> <li>• PSHE – topic/discussions/unbiased approaches/</li> <li>• IT – presentation skills, selecting the correct software, searching / sourcing relevant/reliable information/referencing</li> </ul>	
<b>Art &amp; Design</b>				
<b>Summer 1</b>	<p><b>ILLUSTRATION</b></p> <ul style="list-style-type: none"> <li>• Students to engage in the urban environment and produce replicas of graffiti and illustrations influenced by graffiti, music film and advertising.</li> </ul>	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> <li>• Reflective comments written by students in sketchbooks after every new skill learnt.</li> <li>• Teacher and student comments on how to</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of artwork created specifically for the urban environment and not gallery/museums - Students to understand its value and voice.</li> <li>• To develop an understanding of alternative art practices.</li> </ul>	<p>Advertising Urban environment Landscape Cityscape Vandalism Alternative Stencil Graffiti</p>

	<ul style="list-style-type: none"> <li>Students to produce studies in felt tip, paint, stencil with spray painting and colour pencil.</li> </ul>	<p>improve skills, knowledge and techniques when revisited.</p> <ul style="list-style-type: none"> <li>Teacher verbal feedback.</li> <li>Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up.</li> <li>Peer/self-assessment.</li> <li>Group assessments.</li> <li>Teacher demonstrations of techniques at the beginning of new skill taught.</li> <li>Teacher and students Wagolls/Misconceptions shared by students.</li> </ul>	<ul style="list-style-type: none"> <li>With support and differentiation, students will have gained the ability and confidence to produce stencils with spray paint.</li> <li>To influence students develop an artistic style.</li> </ul> <p>Career links: <b>Illustrator, Graphic Designer, Game Designer</b></p>	<p>Font Typography Typeface</p>
<b>Summer 2</b>	<p><b>STILL LIFE</b></p> <ul style="list-style-type: none"> <li>Students to draw from ‘life’ see the world around them and represent it through Art, a national curriculum requirement.</li> <li>Arranged in the classroom will be a still life set-up - Students are to use observational skills to create a series of studies from their viewpoint, accurately and with varied media.</li> <li>Students will use viewfinders that placed around the classroom and produce an observational drawing, repeating this drawing in four chosen mediums decided by student.</li> </ul>	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> <li>Reflective comments written by students in sketchbooks after every new skill learnt.</li> <li>Teacher and student comments on how to improve skills, knowledge and techniques when revisited.</li> <li>Teacher verbal feedback.</li> <li>Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>A challenging task and to put observational skills learnt from the year to the test.</li> <li>Preparation for more advanced observational drawing in Year 9.</li> <li>Building resilience in drawing by repetition.</li> <li>Using unusual sources for inspiration, broadening student imagination.</li> </ul>	<p>Scale Proportion Shape Forms Texture Tone Line Viewpoint Perspective Enlarge Repetition</p>

		<p>Questioning achieved by no-hands up.</p> <ul style="list-style-type: none"> <li>• Peer/self-assessment.</li> <li>• Group assessments.</li> <li>• Teacher demonstrations of techniques at the beginning of new skill taught.</li> <li>• Teacher and students Wagolls/Misconceptions shared by students.</li> </ul>		
<b>Hospitality &amp; Catering</b>				
<b>Summer 1</b>	Developing teamwork and job roles within the catering industry.	PP presentations, worksheet, group tasks, practical's, and video clips on teamwork. Evaluations.	This will link to prior learning to develop working as a team to achieve an end goal. Teamwork is a vital skills to have in school and in a working environment in the catering industry.	Teamwork, industry, skill, achievement, environment, and adapt
<b>Summer 2</b>	Developing higher skills in pastry making, understanding how to make different pastries.	Demonstrations, practical's, PP presentations. Groups task and worksheets	Developing pastry skills is linked to prior learning of basic pastry skills in year 7, building on knowledge of the ratios in pastry, this can be lined to numeracy.	Adapt, investigate, compare, modify, flavours and explain.
<b>PE</b>				
Summer 1	<p><b>Performing at maximum levels</b>  <i>Students will consider and analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i>            (Athletics)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels. <i>Students will also compare their results to national data and school records to gain an</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasons of competitions</b> – 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>

		<i>understanding of their abilities.</i>		
Summer 2	<p style="text-align: center;"><b>Striking and fielding</b>  <i>Students will develop their technique and improve their performance in other competitive sports</i>  (Rounders/Tennis/Softball/Cricket)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
<b>Performing Arts</b>				
Summer 1	<p><b>Silent Movies</b>  Students will study silent movies as a performance style.  Drama focus:</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Actions</li> <li>• Gestures</li> <li>• Facial Expressions</li> <li>• Exaggeration</li> <li>• Communicating intent</li> </ul>	<p>Formative: Students will be given a different theme each week to explore in a silent movie style.</p> <p>Summative: students will work towards a silent movie performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:</p>	<p>Silent movies are a progression from mime which students have previously studied in Y7. Students will also be devising from a stimulus rather than being given a theme.</p>	<p>Action  Gesture  Movement  Facial expressions  Exaggeration  Intent  Stimulus  Response</p>

		<p>Movement /5          Facial expression /5          Storytelling /5          Response /5          Focus /5          Confidence /5</p>		
<b>Summer 2</b>	<p><b>Musical Theatre</b></p> <p>Students will study musical theatre as a style of performance, this will be explored through 'Wizard of Oz'.</p> <p>Students will focus on the drama, dance and music elements of a musical.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a musical theatre performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:          Drama /5          Dance skills /5          Music skills /5          Performance skills /5</p>	<p>Students have already studied musical theatre but as it involves drama, dance and music skills this style of performance will help them develop in all areas of performing arts.</p> <p>Wizard of Oz has many different character for students to explore and develop their characterisation with.</p>	<p>Music          Timing          Rhythm          Song          Lyrics          Rehearsal          Performance          Choreography          Facial Expression          Body Language          Gesture          Levels          Dynamics          Formations          Timing</p>
<b>PSHE</b>				
<b>Summer 1</b>	<p>Relationships:</p> <ol style="list-style-type: none"> <li>(R3) similarities, differences and diversity among people of different race, culture, ability, sex, gender identity and sexual orientation.</li> <li>(R4) the difference between biological sex, gender identity and sexual orientation.</li> </ol>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>It is statutory that all students are taught about differences and similarities between people of differing races, genders culture and sexual orientation, it also follows on from yr7 where they have previously learnt about different types of positive and negative relationships.</p>	<p>Sexual orientation          Gender fluid          Transgender          Pansexual          Attraction</p>



	<ul style="list-style-type: none"> <li>3. (R5) To recognise that sexual attraction and sexuality are diverse.</li> <li>4. (R9) To clarify and develop personal values in friendships and professional relationships.</li> <li>5. (R9) To clarify and develop personal values in love and sexual relationships.</li> <li>6. (R18) To manage the strong feelings that relationships can cause, including sexual attraction.</li> </ul>		<p>During year 8 we often find we have a lot of students fall out and therefore need to be taught about the difference between friendship and a professional relationship and how to manage each of these. Students will learn about relationships in more detail next half term and therefore is essential to have a good understanding about different sexes, identity and orientation beforehand.</p>	
<b>Summer 2</b>	<p>Evolving relationships:</p> <ul style="list-style-type: none"> <li>1. (R12) That everybody has the choice to delay sex and enjoy intimacy without sex.</li> <li>2. (R24) That constant is freely given, that being pressurised, manipulated or coerced to agree to something is not giving consent and how to seek help in such circumstances.</li> <li>3. (R25) The law relating to sexual consent and (R26) How to seek, give, not give and withdraw consent.</li> <li>4. (R33) The risks related to unprotected sex.</li> <li>5. (R30) How to manage any request or pressure to share an image of themselves or others and how to get help.</li> <li>6. (R29 ) The impact of sharing sexual images of others without consent.</li> </ul>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>As students reach maturity they will start to explore with sex therefore it is essential that they are aware that consent needs to be given and how to seek advice should they need it. They also need to be aware of safe sex and the law surrounding sex at their age. In the last few years we have experienced an increase in students sending explicit images in year 9 and the aftermath it causes, therefore it is essential that it is taught early to try and prevent this from happening as frequently.</p>	<p>Intimacy Consent Manipulation Pressurised Withdraw</p>
<b>Science</b>				
<b>Summer 1</b>	<p>Electricity and Magnets</p>	<p>Electrician – Circuits, Direct and Alternating current, Resistance Armed Forces/Explorer/Travel – Navigation</p>		

		Engineer – Electromagnets in Industry eg High Speed Trains		
	Waves	Medical Sciences – Ultrasound, CT, Xrays Seismologist – measuring speed of waves Radiation Physicist – Radioactive Decay, Uses of Radiation.		
Summer 2	Ecosystems	Horticulture – plant reproduction, Photosynthesis and Plant Deficiencies Sport Scientist – Aerobic and Anaerobic respiration, Metabolism		
	Genes	Research Scientist – cloning, DNA Structure and Cell cycle Medical Scientist – Genes and Inherited Conditions		
<b>Maths – see below</b>				

## Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT5/6	<i>HT5 Retrieval Starters</i>	8.16	Area of composite shapes	Area of a Trapezium, Area of a circle, Concentric circles, Part Circles, Compound area involving trapezia, triangles, quadrilaterals, circles	<i>Area, Trapezium, Trapezia, Quadrilateral</i>
	<i>HT5 Fluency Quizzes</i>	8.17	Presenting and interpreting data	Data table, Bar charts, Line graphs, Pie charts	<i>Data, Frequency, Scale, Degree, Sector</i>
	<i>HT5 Hegarty Maths Clips</i>	8.18	Averages	Mean, Median, Range, Mode, Working with the Mean, Median, Range and Mode	<i>Average, Mean, Median, Range, Mode</i>
HT6	<i>HT6 Retrieval Starters</i>	8.19	Two way tables & Venn diagrams	Reading two-way tables, Completing two-way tables, Completing two-way tables using information, Venn diagrams - one intersection and multiple intersections	<i>Frequency, Intersection, Union, Set, Element</i>
	<i>HT6 Fluency Quizzes</i>	8.20	3-D visualisation	Naming 3D Shapes, Features of 3D shapes, Nets of 3D shapes	<i>3 Dimensional, Net, Vertex, Vertices, Faces, Edges</i>
	<i>HT6 Hegarty Maths Clips</i>	8.21	Volume	Cuboid, Triangular Prism, Parallelogram Prism, Trapezoid Prism, Cube, Compound Shape Prism (L-Shape), Cylinder	<i>Prism, Cuboid, Triangular prism, Cube, Cylinder</i>