

# ARMTHORPE ACADEMY

## LONG-TERM PLAN SPRING 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>Spring 1</b>	<p><b>Crime and Punishment: Non-fiction reading and writing</b>            Non-fiction analysis skills – <i>synthesis, comparison, inference, selecting information from a text. Literary non-fiction.</i>            Non-fiction writing skills – <i>writing a formal letter.</i>            Speaking and Listening – <i>debating skills, developing a point of view, the use of counterarguments.</i></p>	<p><b>Formative Reading Assessment:</b>            How does the writer... in Orwell's A Hanging? Lesson 5.  <b>Summative Writing Assessment:</b>            Write a formal letter to the editor of a newspaper about the Derek Bentley case. Lesson 15.</p>	<p>This unit retrieves the non-fiction textual analysis skills that pupils learnt in Year 7, and strengthens this knowledge through application in a different context (non-fiction texts on crime and punishment rather than animal captivity. These non-fiction analysis skills are then retrieved in Year 9 and Year 11, enabling pupils to be fully secure in their knowledge before GCSE. Thematically, this unit introduces the topic of gang culture which is studied through Romeo and Juliet and Coach Carter. <b>Links to careers:</b> Journalism, editing, public speaking skills.</p>	Punishment Miscarriage of justice Criminal Remorse Justice Demoralise Innocent Reprimand Consequences Barbaric Mutilated Emotive Biased Victimisation	Point of view Information retrieval Literary non-fiction Synthesise Formal letter Debate Source
<b>Spring 2</b>	<p><b>Forms of Media</b>            Coach Carter – Film by Thomas Carter.  <i>Writing a film review, analysing persuasive speeches, persuasive techniques, presentation of character, themes of a text (gang culture, racism, identity).</i></p>	<p><b>Formative Writing Assessment:</b>            Write a film review. Lesson 8.  <b>Summative Reading Assessment:</b> Analyse the techniques used in Coach Carter's motivational speech. Lesson 13</p>	<p>This unit is sequenced as to pick up the themes introduced in Year 7 (culture and identity in the poetry unit) and Year 8 (crime, punishment and gang culture) and bring these together, along with the themes of race and social class.  <b>Links to careers:</b> Film critic, public speaking skills, journalist.</p>	Media Subtle Victorious Resilient Motivated Inspirational Exhilarating Monotonous	Theme Prediction Recap Negative/positive connotations Layout Director Screenwriter Actor
<b>French</b>					
<b>Spring 1</b>	<p><b>Les vacances (holidays)</b>  <i>- Being able to talk about holidays and future holiday plans</i></p>	<p><b>Vocabulary test</b>  <b>Homework</b>  <b>End of unit test: writing</b>  <b>End of unit test: listening</b></p>	<p><b>Introduction of new tenses (conditional, future) and vocabulary to allow students to express</b></p>	<p><b>Tier 2:</b>  <b>Definition, identify, similar, categorise, culture, text, justification, justify, gender,</b></p>	

	- Being able to carry out transactional conversations		themselves in new ways, in preparation for later learning GCSE topic	<b>adapt, paragraph, analyse, predict, penpal</b>  <b>Tiers 3:</b> <b>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,</b>  <b>French specific vocabulary – see folder</b>
<b>Spring 2</b>	<b>T'es branché (technology)</b> - Being able to talk about television, films, reading, the internet and the weather	Vocabulary test Homework End of unit test: reading End of unit test: speaking	Consolidation of opinions and new tenses Link to talking next topic when talking about yourself and penpal letter GCSE topic	

## Geography

<b>Spring 1</b>	<b>Rain, Rain Go Away</b> •Weather •UK weather and Air masses •Types of Rainfall •WW Weather	<b>How were people impacted by the UK winter storms in 2013/2014?</b> Students independently determine the cause and effects of the storms (ICT research task)  Low stakes testing-weekly 4/5 marks exam questions	Physical Geography-what causes rainfall and the impacts that it has on people and the landscape locally and nationally (links to KS4 weather topic)  <b>Careers</b> • Meteorologist • Wind Resource Analyst	Polar Maritime air mass Polar Continental air mass Tropical Continental air mass Arctic Maritime air mass precipitation Convectional rainfall relief rainfall frontal rainfall low pressure high pressure
<b>Spring 2</b>	<b>Extreme Weather</b> • Comparison of extreme weather impacts between HIC's and LIC's • Short term and long term aid	Comparison between Hurricane Katrina and Hurricane Nargis, based on double bubble  Low stakes testing-weekly 4/5 marks exam questions	Physical Geography-weather and climate and place knowledge to compare the different impacts that weather has on people globally between and LIC and HIC.  <b>Careers</b> • Meteorologist • Environmental consultant • hydrologist	Hurricane HIC LIC Levees cyclone Coriolis effect storm surge Tropical depression eye wall Long term aid Short term aid

<b>History</b>				
<b>Spring 1</b>	<i>From Colony to Superpower: The USA 1776-2001</i>	<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>		Slavery African American Native American WASP Immigration Abraham Lincoln Capitalist
<b>Spring 2</b>	<i>The Art of War: Conflicts that have shaped our world</i>	<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>	This thematic study will focus on specific conflicts that have shaped world history (ex: The battle of Waterloo) Students will be required to judge why these conflicts are significant and what their consequences have been for the victor, loser and the world.	Conflict Battle War Campaign Strategy Tactics Leader Military
<b>Computing</b>				
<b>Spring 1</b>	Back to the future <ul style="list-style-type: none"> <li>• Alan Turing</li> <li>• Tim Berners-Lee</li> <li>• George Boole</li> <li>• Charles Babbage</li> </ul>	<ul style="list-style-type: none"> <li>• To complete a mini assessment on how Alan Turing influenced computer science and demonstrate a range of code breaking techniques.</li> <li>• To create a webpage using HTML describing the amazing gift of the world wide web.</li> <li>• To complete the Boolean worksheet in test conditions.</li> <li>• To complete the fact sheet on logical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to identify some of the key characters in the history of computing that link to topics covered in the GCSE specification.</li> <li>• Code breaking / Caesar Cipher – problem solving</li> <li>• HTML code – programming language for website design using Notepad</li> <li>• Logic – AND, OR, NOT</li> <li>• Logical thinking – sorting algorithms</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithm</li> <li>• Boolean</li> <li>• Hypertext mark-up language</li> <li>• Search algorithms</li> <li>• Logic gates</li> <li>• Logic circuits</li> </ul>
<b>Spring 2</b>	Python – introduction to text based programming language	<ul style="list-style-type: none"> <li>• To produce a Shakespeare insult generator using:</li> </ul>	<ul style="list-style-type: none"> <li>• Building on the programming concepts covered using Scratch.</li> </ul>	<ul style="list-style-type: none"> <li>• Random</li> <li>• Programming constructs</li> </ul>

	<ul style="list-style-type: none"> <li>• Insult generator</li> <li>• Sorting hat</li> <li>• Turing Test</li> </ul>	<ul style="list-style-type: none"> <li>○ Random</li> <li>○ Lists</li> <li>○ Sequence</li> <li>○ Selection (If/Elif/Else)</li> </ul>	An introduction to text based programming language used in GCSE Computing.	<ul style="list-style-type: none"> <li>○ Sequence</li> <li>○ Selection</li> <li>• Data types <ul style="list-style-type: none"> <li>○ String</li> <li>○ Boolean</li> <li>○ Real/float</li> <li>○ Char</li> <li>○ Int</li> </ul> </li> </ul>
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## Art & Design

<b>Spring 1</b>	<p><b>BIRDS</b></p> <ul style="list-style-type: none"> <li>• Students will produce accurate detailed drawings, paintings and prints of birds.</li> <li>• Develop your drawing and painting skills by using pencil, watercolour paint and printmaking to create and replicate a series of drawings, paintings and prints of birds.</li> <li>• Produce artist research on Mark Powell – revisiting cross hatching techniques.</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. 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>• Revisiting printing techniques and further developing printmaking skill by adding complex mark making.</li> <li>• Revisiting painting skills acquired in previous project. Begin to refine painting blending skills and embed colour theory within practice.</li> </ul>	<p>Form Shape Line Tone Printmaking Emboss Mark - making Precision Blending Gradient Realism Cross hatching</p>
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<p><b>Spring 2</b></p>	<p><b>INSECTS</b></p> <ul style="list-style-type: none"> <li>• Further develop research and analytical skills by producing Artist research on Alex Konahin.</li> <li>• Students to produce a series of outcomes - studies in oil pastel, biro, chalks and Watercolour.</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. 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>• Further challenge on observational drawing; combing elements of pattern, mark making and gradient tones previously learnt in one outcome, drawing.</li> <li>• Introductions of new media (oil pastel and chalk) which have similar techniques learnt in watercolour and colour pencil.</li> </ul>	<p>Form Proportion Tone Blending Pattern Cross hatching Texture Line Repetition Detail</p>
<p><b>Hospitality &amp; Catering</b></p>				
<p><b>Spring 1</b></p>	<p>To understand about accident prevention in a catering environment. The risks and hazards of a fire. Risks associated with cooking chicken.</p>	<p>PP presentation, video clips, demonstrations, matching tasks, worksheets and practical's and understanding what to do in the event of an accident or a fire.</p>	<p>This will link to prior learning in year 7 risks of accidents and fire in the catering industry and how these can be reduced or avoided. Linking to prior learning on how to prevent food poisoning when cooking high risk foods.</p>	<p>Extinguisher, fire blanket, reduce, dangers, appropriate and potential.</p>

<b>Spring 2</b>	To have a greater understanding of nutrition and the risk of not eating a healthy diet and how this can affect your lifestyle. Understanding what is a balanced diet.	PP presentations nutrition and healthy eating. Demonstrating food with a balance of nutrients. Worksheets, group tasks and practical's.	This will link to prior learning and develop a deeper understanding of nutrition and how this can affect your health in later life in reducing the risk of diseases.	Obesity, disease, lifestyle, investigate, analyse and improve.
<b>PE</b>				
Spring 1	<p style="text-align: center;"><b>Aesthetic activities</b> <i>Students will develop their technique and improve their performance in other competitive sports (Gymnastics, trampolining, dance)</i></p> <p style="text-align: center;"><b>Health and fitness</b> <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"> <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> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>
Spring 2	<p style="text-align: center;"><b>Net/wall activities</b> <i>Students will develop their technique and improve their performance in other competitive sports (Badminton, table tennis)</i></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</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>

		about rules, techniques and tactics to improve their knowledge and understanding		
<b>Performing Arts</b>				
<b>Spring 1</b>	<p><b>Musical Theatre</b></p> <p>Students will study musical theatre as a style of performance, this will be explored through 'Aladdin'.</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>	Students have developed their skills and are now applying it to different performance styles.	<p>Music</p> <p>Timing</p> <p>Rhythm</p> <p>Song</p> <p>Lyrics</p>
<b>Spring 2</b>	<p><b>Physical Theatre</b></p> <p>Students will study physical theatre as a style of performance.</p> <p>Physical theatre is a collaboration of dance and drama skills, using physical movement to tell a story.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a physical 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:</p>	Students have already learnt the basics of physical theatre in Y7, they have since developed their drama/dance skills so can revisit this performance style at a higher level. They will be asked to respond to a stimulus and devise rather than being given a theme.	<p>Movements</p> <p>Action</p> <p>Gesture</p> <p>Level</p> <p>Formation</p> <p>Plotting</p> <p>Staging</p> <p>Direction</p> <p>Devising</p> <p>Realistic</p> <p>Story telling</p> <p>Response</p> <p>Stimulus</p>

		Movement /5 Facial expression /5 Storytelling /5 Response /5 Focus /5 Confidence /5		
<b>PSHE</b>				
<b>Spring 1</b>	British values and debate  1. Rule of law 2. Respect/tolerance 3. Individual liberty 4. Democracy 5. Debating strategies (1) 6. Debating strategies (2)	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	These are school and life values essential for life in and out of school.	
<b>Spring 2</b>	Religious Education  1. History of religion - Early religion e.g. Paganism , concepts of Gods and Goddesses - Religion in the local area 2. Religious texts and beliefs - The Bible, The Qur’an, The Torah - Beliefs about men and women across religions 3. Religion and the community - Daily practices of Christians, Buddhists and Sikhs - Daily practices of Muslims, Hindus and Jewish people	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Our students and some parents from the local area are often unaware of different religions and beliefs. Therefore it is essential that students are taught about people who are different to themselves to avoid issues around racism later in life. They will be taught about the difference between the religions rather than the religions themselves.	
<b>Science – see below</b>				
<b>Maths – see below</b>				



<b>Science</b>		
	<b>EOT Title</b>	<b>Careers Link</b>
<b>Spring 1</b>	Organisms	Medical Sciences – Anatomy and Physiology, healthy diet, Health and Well being
	Forces	Design/Engineering/vehicle safety – Aerodynamics, Pressure, braking and stopping distances
<b>Spring 2</b>	Reactions	Chemist – chemical reactions, tests for gases, chemical equations, pH
	Earth	Geologist – Rock Cycle, Weathering, Fossilisation Astronomy – Solar System, Moon and Satellites, Big Bang theory Geographer – Seasons of the Earth,

## Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT3	<i>HT3 Retrieval Starters</i>	8.09	Units of measurement	Convert between units of time, Convert between metric units , Convert between area units	<i>Units, Convert, Equivalent</i>
	<i>HT3 Fluency Quizzes</i>	8.10	Angles in Parallel Lines	Vertically Opposite Angles, Alternate Angles, Co-Interior Angles, Corresponding Angles, Forming and solving equations	<i>Parallel, Vertically Opposite, Alternate, Cointerior, Corresponding</i>
	<i>HT3 Hegarty Maths Clips</i>	8.11	Interior and Exterior angles	Short Division Recap, Identifying Exterior Angles and Interior Angles, Exterior Angles of Regular Polygons, Interior Angles of Regular Polygons, Regular polygons – problem solving, Irregular Polygons, Algebraic problems	<i>Exterior, Interior, Polygon, Regular, Irregular</i>
		8.12	Circumference	Identifying features of a Circle, Identifying the value of $\pi$ , Calculating the circumference of a circle using $\pi$ , Using the circumference of a circle to calculate the radius, Revolutions, Calculating perimeters of semi-circles, Equal perimeters and circumferences of different shapes	<i>Radius, Circumference, Diameter, Chord, Tangent, Revolution</i>
HT4	<i>HT4 Retrieval Starters</i>	8.13	Proportional reasoning	Unitary Method, Non-Unitary Method, Best Buy, Recipes	<i>Proportion, Unitary method</i>
	<i>HT4 Fluency Quizzes</i>	8.14	Fractions, decimals and percentages	Converting FDP, Percentage of an amount, Finding the original value, Multipliers, Percentage increase and decrease, Calculating the percentage increase and decrease, Reverse percentages	<i>Fraction, Decimal, Percentage, Multiplier, Increase, Decrease</i>
	<i>HT4 Hegarty Maths Clips</i>	8.15	Ratio	Writing Ratios, Writing a ratio as a fraction, Simplifying Ratios, Completing Ratios, Working between or with Two Ratios, Sharing the Total	<i>Ratio, Simplifying, Highest common factor</i>