

	Start of School–Oct Break Approx. Week 32-41	After Oct Break-Xmas Approx. Week 43- 51	After Xmas-Winter Break Approx. Week 1 - 6	After Winter Break-Easter Approx. Week 8 - 14	After Easter – Summer! Approx. Week 16 - 25
Year 8	<p>ENGLISH</p> <p>Non Fiction Unit: Travel Writing *Reading and analysing a selection of non-fiction texts, looking closely at descriptive language techniques. *Developing writing skills: descriptive, persuasive, writing to inform and advise. *Producing a piece of descriptive writing, print travel advertisement and travel guide or blog. *Developing research and presentations skills. *Giving a presentation on an aspect of their home country.</p>	<p>Fiction Unit: <i>Girl. Boy. Sea</i> by Chris Vick *Close study of the novel, exploring plot, setting, character development, imagery and themes. *Character study - analytical essay on one of the main characters or themes in the novel *Group presentation on an aspect of the novel or about a topic related to seas/oceans/sea creatures. *Designing a new book cover for the novel.</p>	<p>Narrative Poetry Unit/ Speech writing- structuring an argument (may be covered in the summer term): *Close study of a selection of narrative poems, looking at form, structure, language, rhyme and rhythm. Choices include: <i>The Highwayman</i> by Alfred Noyes <i>The Lady of Shalott</i> by Alfred, Lord Tennyson and <i>Flannan Isle</i> by Wilson Wilfred Gibson *Producing a play script & performance based on <i>The Highwayman</i>. *Writing a narrative poem. The students choose their own theme. *Learning the conventions of writing a speech and how to structure an argument. *Exploring techniques used in presenting a speech. *Writing an argumentative speech and presenting this to the class.</p>	<p>Complete Narrative Poetry unit/ speech writing An Introduction to Shakespeare’s Life, Times and Language: *Exploring Shakespeare’s England (historical context), the Globe theatre and Shakespeare’s influence on the English language. *Grammar in Elizabethan England *Group performances of <i>All the World’s a Stage</i> speech.</p>	<p>Drama Unit: <i>Romeo and Juliet</i> by William Shakespeare *Close Study of <i>Romeo and Juliet</i>, focusing on key scenes. *Watching and analysing Baz Luhrmann’s version, scenes from Franco Zefferelli’s version, extracts of a version by The Royal Shakespeare Company and extracts of <i>West Side Story</i>. *Group performances of a scene from <i>Romeo and Juliet</i>. *Writing an analytical essay on a key scene. Exploring characterization, themes, symbols, Shakespeare’s dramatic techniques and the effect on the audience.</p>
	<p>MATHS</p> <p>Algebra: Linear Equations Simultaneous Equations: Solving using graphs and algebraic methods. Solving Inequalities. Expanding brackets (single and double) Factorising expressions, including quadratics Solving quadratic equations using factorisation. Deriving and applying the 6 laws of indices to simplify the combination of numbers or algebraic expressions.</p>	<p>Pre-Trigonometry: Review Pythagoras’ Theorem Trigonometry: Correctly labelling Hypotenuse, Opposite and Adjacent sides in right angled triangles. Use Sine, Cosine and Tangent Rules to find unknown sides and angles in right angled triangles. Indices: Expressing numbers in Standard Index Form. Performing calculations involving very large or small numbers in Standard Index Form.</p>	<p>Review of Fractions: Percentages, including increase and decrease. Angle Geometry: Becoming familiar with, and applying, the angle properties of intersecting parallel lines, triangles and other polygons, straight lines and angles around a point.</p>	<p>Transformational Geometry: Describing, using appropriate notation, the four Transformations (Enlargement, Translation, Rotation, Reflection). Transformational Geometry: Performing the four Transformations (Enlargement, Translation, Rotation, and Reflection) within the Cartesian Plane.</p>	<p>Statistical Measures: Mean, Median, Mode, Range More advanced methods Review of Year 8 Curriculum</p>

SCIENCE	<p>Biology: Energy and Movement.</p> <ul style="list-style-type: none"> - Role of the skeleton - How antagonistic muscles work - Comparing aerobic and anaerobic respiration - Importance of Vitamin D in the diet <p>Chemistry: Particle Theory and the Scientific Method</p> <ul style="list-style-type: none"> - How particles move - Intermolecular forces and state changes - Properties of metals and metal alloys - Density of solid, liquids and gases - Movement of gases 	<p>Physics: Non-Contact Forces</p> <ul style="list-style-type: none"> - Magnets and magnetic fields - Static charge - Weight - Pressure in liquids and gases <p>Science Skills:</p> <ul style="list-style-type: none"> - Identifying apparatus - Making observations - Accuracy - Variables - Formatting tables - Different types of graphs 	<p>Biology: Plants</p> <ul style="list-style-type: none"> - Uses of plants - Leaf structure - Photosynthesis and respiration - Rates of photosynthesis - Role of stomata - Transport in plants - Importance of minerals <p>Chemistry: Acids and alkalis</p> <ul style="list-style-type: none"> - Identifying acids and alkalis - Different indicators - PH scale - Neutralisation - Reactions of metal and metal compounds with oxygen, water and acids 	<p>Physics: Electricity</p> <ul style="list-style-type: none"> - Electromagnets - DC-motors - Batteries - Series and Parallel circuits - Currents 	<p>Biology: Ecology</p> <ul style="list-style-type: none"> - Food chains and webs - Effects of pollution - Interdependence - Food security - Endangered animals - DDT - Niches <p>Geology:</p> <ul style="list-style-type: none"> - Age of the Earth - Plate tectonics - Igneous Rocks - Weathering - Fossils and sedimentary rocks - Metamorphic rocks - Rock cycle
SOCIAL STUDIES	<p>History:</p> <p>The Tudor Monarchs – Politics/Religion Life in the Tudor Times – Society Renaissance, Reformation</p>	<p>History:</p> <p>The Stuart Monarchs and Oliver Cromwell: The shifting power from monarchy to parliament The Battle of Culloden and The Jacobite Rebellions: Bonnie Prince Charlie</p>	<p>In this unit you will learn:</p> <p>What ecosystems are and how they relate to climate How the rainforests grew and adapted to a hot wet climate How we are destroying the tropical rainforests Where and what the Arctic Tundra ecosystem is</p>	<p>Our warming planet:</p> <p>In this unit you will learn: How our planet is warming up What the effect might be Causes of global warming</p>	<p>Where should we get our energy:</p> <p>In this unit you will learn: Energy and its sources About the problems link to fossil fuels About nuclear power the pros and cons About wind farms What are biofuels About solar power</p>

			Who live in the Tundra and what do they do there Why Tundra ecosystem is under threat		
FR	<p>Describing Where I live: Express likes / dislikes / advantages / disadvantages of living there</p> <p>Leisure: Say what activities you do in your free time</p>	<p>Fiction Unit: (Short Stories & Children's Books) Reading and understanding short stories. Creative writing. Students write a chapter of a children's book.</p>	<p>Drama Unit: Students read a play (easy reader).. Students adapt, create and write a scene. Group performances of the scene written by the students at the "Fête du Théâtre".</p>	<p>Shops and shopping: Say what you wear and where you do your shopping</p> <p>Food & Drink – Healthy Diet: Describe your diet and whether it is healthy. Make suggestions on how to have a healthier diet.</p>	<p>Poetry Unit: Students read poems about clothes, sports and food. Students write their own poems. Performance based on the poems read and written in class.</p>
GER	<p>Places: (my town e.g. police station, church etc. countries, compass points, nationalities, languages, music, typical cuisine, festivals, revisiting of previous contexts)</p>	<p>Leisure: Say what activities you do in your free time Individual presentation of a free time activity.</p>	<p>Shops and shopping: Shopping shops, clothing, colours, descriptions, comparisons, sizes, styles, types of material, weights and measures, prices, numbers, shopping trips – arranging to meet someone, excuses via modals, directions.</p>	<p>Eating and Drinking and Healthy Living: (national foods, likes/dislikes/justifications, restaurants, buying food, quantities, menus, eating out, ordering food, time, different meals in the day, comparisons with Britain and TL country, what we should/n't eat and drink</p>	<p>Fairy Tales Unit: Watching/Listening/ studying Grimm's fairy tales. Students adapt, create and write a modern fairy tale. Group performances of the scene written by the students</p>
Spanish	<p>Mi pueblo: (Listos 1, chapter 5) In this chapter we will learn how to talk about the holidays, say what you are going to do, where you are going to go, you will be able to ask and give directions, buy souvenirs in a shop and order food in a café using your Spanish.</p>	<p>El tiempo libre: (Listos 1, chapter 6) At the end of this unit, you should be able to talk about sports, your likes and dislikes, what sports you do and how often, your free time activities, what you do in the weekend.</p>	<p>Healthy Diet: Describe your diet and whether it is healthy. Make suggestions on how to have a healthier diet. Food; likes/dislikes/justifications, restaurants, buying food, quantities, menus, eating out, ordering food, time, different meals in the day, comparisons.</p>	<p>Shops and shopping: (Listos 2, chapter 1,2) Say what you wear and where you do your shopping. Shopping shops, clothing, colours, descriptions, comparisons, sizes, styles, types of material, weights and measures, prices, numbers, shopping trips – arranging to meet someone, excuses via modals, directions.</p>	<p>Revision of the years' work and Introduction to the recently past. Preterito Perfecto Alguna vez</p>
Danish core/int	<p>Family and presentation: - I can introduce and answer questions about myself and my family (name, age, country, language, where I live)</p> <p>Weather and seasons: – I know the different seasons and months and I can describe the weather</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs (present and past tense) - Substantive - Vocabulary - Syntax 	<p>Days and time: - I can describe my week, I can ask and answer questions about the time</p> <p>My school: - I can explain about my school day – I know the weekdays, months and what there is in a classroom and my schoolbag – I can say my stuff is (on, in front, behind, under etc.)</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs (present and past tense) - Substantive - Vocabulary - Syntax 	<p>Clothes and colors: - I can name the different colors, I can name the different type of clothing and I can talk about my outfit</p> <p>The body: - I can name the different body parts, I can say short sentences about my body, I can express myself, if I'm hurting and explain where I am hurting.</p> <p>How are you: - I can describe how I am feeling - I can talk about feelings - I can ask others about how they are feeling.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives 	<p>Transport: - I know the words for the different transportation form - I can explain how I get to and from school</p> <p>The city: - I can talk about places in Denmark - I can talk about museums, zoo etc. and where I have been.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives - Hv – words - Nouns - Proper nouns - Locations <p>Power Point Presentations</p>	<p>Animals and pets: - I can talk about the Danish animals - I can talk about my pets or other pets - I can explain about an animal</p> <p>My Home: - I can name the different rooms in the house/apartment - I can name the things in my room, living room, bathroom, and kitchen</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives - Hv – words - Nouns - Synonyms - Facts and info <p>Power Point Presentations</p>

				<ul style="list-style-type: none"> - Verbs (present and past tense) - Substantive - Vocabulary - Syntax - Dialogs 		
	Danish Top	<p>Advanced group –</p> <p>Diktat en gang om ugen. Rollespil med Klods Hans. Vi laver skriv-tre-sætninger på baggrund af et billede. Vi laver PD2-opgaver. Vi laver læs-og-forstå-opgaver.</p> <p>Dokumentarudsendelser fra DRTV. Børn skriver dagbog – læs og referer. Beskriv din bolig.</p>	<p>Advanced group –</p> <p>Diktat en gang om ugen. Boganmeldelser hver tredje uge. Rejsebeskrivelser og breve. Match-opgaver fra Så kan du lære det. Multiple-choice-opgaver. Artikler fra Børneavisen Børn skriver dagbog – læs og referer. Opgaver fra Øvebog i dansk for udlændinge (grammatik) Differentieret undervisning, så de dygtigste løser opgaver fra Year 9 og resten får grammatikundervisning</p> <p>Julesange i december.</p>	<p>Advanced group –</p> <p>Diktat en gang om ugen. Præsenter en dansk sang fra youtube-projekt. Grammatikforløb. Novelleforløb med Digteren af Niels Hav, Helle Helle, Klaus ribbjerg. Desuden noveller fra FP9-materiale. Portrætter af kendte, referater. Gruppearbejde og oplæg. Fortsat differentieret undervisning, så alle får udfordringer nok.</p>	<p>Advanced group –</p> <p>Diktat en gang om ugen. Novelleforløb fortsat, analysere og tolke. Sange om Danmark-forløb. Artikler fra børneavisen. Teksttyper.</p> <p>Skrive et essay. Grammatikopgaver fra Øvebog i dansk for udlændinge.</p>	<p>Advanced group –</p> <p>Diktat en gang om ugen. Profilttekster. Gruppeeksamen om noveller. End of the year-test. Viden om dansk litteratur. Viden om avisens genrer. Skrive en klumme Helt styr på kommaet, sammensatte ord, store og små bogstaver, forkortelser m.m.</p>
	ART	<p>Drawing 3 Portrait Focus: Proportions, texture, light and shadow, precision. Material: pencil</p> <p>Photography 2 Portrait <i>Artist study: free choice</i> Focus: Composition, light, focus, posture, gesture, expression</p> <p>Painting 3 Portrait <i>Artist Study: free choice</i> Focus: Mixing colors, texture, brush stroke</p>	<p>Collage 2 Portrait <i>Artist Study: Rocio Montoya</i> Focus: Composition Material: magazine, photo, paper</p> <p>Sculpting 3 Portrait Focus: low relief Material: clay, glaze</p>	<p>Portrait Focus: Proportions, texture, light and shadow, precision. Material: pencil</p> <p>Photography 2 Portrait <i>Artist study: free choice</i> Focus: Composition, light, focus, posture, gesture, expression</p> <p>Painting 3 Portrait <i>Artist Study: free choice</i> Focus: Mixing colors, texture, brush stroke</p>	<p>Collage 2 Portrait <i>Artist Study: Rocio Montoya</i> Focus: Composition Material: magazine, photo, paper</p>	<p>Sculpting 3 Portrait Focus: low relief Material: clay, glaze</p>
	D&T	<p>General introduction to D&T, with particular emphasis on materials and design. Students will work individually and in groups to produce a stop motion film.</p>	<p>Use and operation of a jigsaw, stationary sander, stationary drill, as well as many other wood-working tools. Problem solve basic design issues that arise.</p>	<p>D&T: Introduction to D&T Development of Robot puppets using various materials and techniques.</p>	<p>D&T: Introduction to D&T Development of Robot puppets using various materials and techniques. (Continued) Stop-Motion film with finished product is an optional activity for higher marks on the project.</p>	<p>D&T Various wood and metal projects chosen to enhance student knowledge about materials and techniques.</p>