



# Year 8 Curriculum: Big Pictures

## Year 8 Big Pictures

### Art

<i>Autumn 01</i>	<i>Autumn 02</i>	<i>Spring 01</i>
<p><b>Content</b> <u>Cubism</u> Use research into artists and drawing from primary source to inform a painting based on Cubism.</p>	<p><b>Content</b> <u>Cubism</u> Use research into artists and drawing from primary source to inform a painting based on Cubism.</p>	<p><b>Content</b> <u>Stained Glass Window Project</u> Use research into stained glass windows and artists who work in this media to create your own design.</p>
<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• AO4 Research work of artists Gris and Braque</li> <li>• AO2 Experiment with different paint technique</li> <li>• AO3 Draw from primary source</li> <li>• AO4 Final outcome. An A3 painting</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• AO4 Research work of artists Gris and Braque</li> <li>• AO2 Experiment with different paint technique</li> <li>• AO3 Draw from primary source</li> <li>• AO4 Final outcome. An A3 painting</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• AO1 Research stained glass windows by artists Matisse, Patrick Heron and Manchester Cathedral.</li> <li>• AO2 Experiments using a variety of materials.</li> <li>• AO3 Draw form secondary source and then design own window.</li> <li>• AO4 Paper cut to create own version of window.</li> </ul>
<i>Spring 02</i>	<i>Summer 01</i>	<i>Summer 02</i>
<p><b>Content</b> <u>Stained Glass window</u> Use research into stained glass windows and artists who work in this media to create your own design.</p>	<p><b>Content</b> <u>Relief Printing</u> Looking at maps of the local environment and produce a range of sketches and designs to make an abstract print.</p>	<p><b>Content</b> <u>Relief Printing</u> Looking at maps of the local environment and produce a range of sketches and designs to make an abstract print.</p>
<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• AO1 Research stained glass windows by artists Matisse, Patrick Heron and Manchester Cathedral.</li> <li>• AO2 Experiments using a variety of materials.</li> <li>• AO3 Draw form secondary source and then design own window.</li> <li>• AO4 Paper cut to create own version of window.</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Drawing based on OS maps of the local area</li> <li>• Convert drawing into abstract image</li> <li>• Reduction print</li> <li>• Annotation of process and evaluation</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Drawing based on OS maps of the local area</li> <li>• Convert drawing into abstract image</li> <li>• Reduction print</li> <li>• Annotation of process and evaluation</li> </ul>

**Business**

<i>Section 1 Lessons 1-4</i>	<i>Section 2 Lessons 5-8</i>	<i>Section 2 Lessons 9-13</i>
<b>Content</b>	<b>Content</b>	<b>Content</b>
<b>Customer Satisfaction</b>	<b>Marketing and Production</b>	<b>Finance and Human Resources</b>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand what customers’ needs and wants are and why it is important to meet them – ( 20 minutes - skills Activity)</li> <li>• Explain customers’ needs and how businesses meet the needs of different target markets</li> <li>• Design a suitable shopping centre/themepark/product which meets the customers needs</li> <li>• Explain how a business can deliver good customer service</li> <li>• Explain the impact of poor customer service</li> <li>• Demonstrate good customer service – 3 – 4 group.</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the marketing mix</li> <li>• Create a marketing mix for a business idea to gain competitive advantage</li> <li>• Demonstrate knowledge of branding and identify a good brand</li> <li>• Explain the importance of branding</li> <li>• To understand the different methods of production</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• To understand the purpose of a cash flow forecast</li> <li>• To be able to create a cash flow forecast for a household and a business idea</li> <li>• To understand the concept of profit/loss</li> <li>• To understand the concept of exchange rates</li> <li>• To understand an organisation structure</li> <li>• To understand skills needed to prepare for a job interview</li> <li>• To be able to take part in an interview</li> </ul>
<b>Mini-Test</b>	<b>Mini-Test</b>	<b>Big Test</b>

## Year 8 Big Pictures

### Computer Science

<i>Section 1 Lessons 1-4</i>	<i>Section 2 Lessons 5-8</i>	<i>Section 3 Lessons 9-13</i>
<p><b>Content</b> Computer Systems</p>	<p><b>Content</b> Problem Solving</p>	<p><b>Content</b> Coding</p>
<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Storage</li> <li>• Systems Architecture</li> <li>• Security</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Encryption</li> <li>• Cryptography</li> <li>• Sorting and searching algorithms</li> <li>• Encoding</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: Python:</p> <ul style="list-style-type: none"> <li>• Variables/data types</li> <li>• Loops</li> <li>• Selection</li> <li>• Functions</li> </ul>
<b>Mini-Test Prep and Mini-Test</b>	<b>Whole Class Feedback Sheet</b>	<b>Big Test</b>

## Year 8 Big Pictures

### Drama

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 19 (4 weeks)</i>
<b>Content</b> <b>Murder Mystery Party</b>	<b>Content</b> <b>It's behind you!</b>	<b>Content</b> <b>Physical Theatre</b>
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of drama conventions and acting techniques: Group work, freeze frames, spoken thought, levels, conscience alley, hot seating, spotlighting.</li> <li>• Demonstrate an ability to stay in role and commit to a believable performance.</li> <li>• Demonstrate how to use body expression to communicate a character.</li> <li>• Explore ways to apply drama conventions to stimulus.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of pantomime: Plot, characters, style, techniques in performance, direct address.</li> <li>• Demonstrate an understanding of exaggerated characters and how to apply to performance.</li> <li>• Demonstrate an understanding of exaggeration, audience participation, narration and character.</li> <li>• Develop an understanding of how to use body expression to communicate a character and plot.</li> <li>• Explore ways to create a devised pantomime performance.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical theatre</li> <li>• Demonstrate an understanding of how to use the body to communicate a prop, character, emotion.</li> <li>• Demonstrate understanding of creativity and interpretation through exploring the genre of physical theatre.</li> <li>• Explore non naturalistic theatre and how to devise a piece of physical theatre.</li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 20 (12 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 21 (Spring 01) – 26 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 27 – 31 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 33 – 39 (7 weeks)</i>
<b>Content</b> Page to stage	<b>Content</b> Page to stage	<b>Content</b> <b>Showtime!</b>
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of scripts and how to apply to performance.</li> <li>• Demonstrate understanding of the role of the director and how to use stage directions effectively.</li> <li>• Demonstrate an understanding of technical vocabulary used within scripted performances.</li> <li>• Demonstrate understanding of how to evaluate and respond to directors interpretations.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of scripts and how to apply to performance.</li> <li>• Demonstrate understanding of the role of the director and how to use stage directions effectively.</li> <li>• Demonstrate an understanding of technical vocabulary used within scripted performances.</li> <li>• Demonstrate understanding of how to evaluate and respond to directors interpretations.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). <ul style="list-style-type: none"> <li>• Demonstrate knowledge of Musical Theatre.</li> <li>• Demonstrate understanding of style: exaggeration, archetypes and plot.</li> <li>• Explore types of musical theatre and understand the genre.</li> <li>• Explore ways to create a devised piece of musical theatre performance</li> </ul> =
<b>Big Test – Week 32 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>

## Year 8 Big Pictures

### Design and Technology

RM Rotation	Food Rotation	Fashion and Textiles Rotation
<p><b>Content</b> Money Box Project</p> <p>Students will learn about the differences between scales of production and the cost implications. They will learn about health and safety within DT. Students will also develop practical skills including CAD CAM.</p>	<p><b>Content</b> What's in Your Lunchbox?</p> <p>Show It x4 Practical Tasks – Flapjacks, Chicken salad, Cornish Pasties, Spiced Tuna Fishcakes. Practical grades 1-5 for each.</p>	<p><b>Content</b> Photo Frame</p> <p>Using artist research for ideas. Fabrics and textures. Colour and pattern Weaving fabrics. Photo frame.</p>
<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge through testing of: (20%)               <ol style="list-style-type: none"> <li>1. Health and safety in Design Technology</li> <li>2. Scales of production</li> <li>3. CAD CAM</li> </ol> </li> <li>• Demonstration of practical skills (75%)               <ol style="list-style-type: none"> <li>1. Accuracy of using a scroll saw and quality of finish</li> <li>2. CAD design skills</li> <li>3. Gluing and squaring off</li> </ol> </li> <li>• SPAG (5%)</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of nutrients and food groups. Source and function of micro nutrients, vitamins and minerals.</li> <li>• Compare the diets of different consumers – suggest modifications and improvements.</li> <li>• Food choices – discuss the issues around free range, fair trade, organic, GM foods.</li> <li>• Sustainability – discuss issues around food miles, fish quotas, food waste.</li> <li>• Practical skills – melting method, marinades, use of hob, oven and grill, shaping, binding, shortcrust pastry.</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>• Demonstrate use of their designer research in their own ideas.</li> <li>• Creativity</li> <li>• Refinement of ideas demonstrating use of yarns and fabrics, colours and textures.</li> <li>• Demonstrate understanding of colour and pattern</li> <li>• Demonstrate knowledge of weaving.</li> <li>• Practical skills – photo frame.</li> </ul>

## Year 8 Big Pictures

### English

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<b>Content: Abomination – The Modern Text</b>	<b>Content: Frankenstein</b>	<b>Content: The Tempest</b>
<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To show an understanding of the text and the writer’s purpose/viewpoint (AO1).</li> <li>• To critically explore characterisation and key themes related to the text (AO1)</li> <li>• To use appropriate quotations or references to support ideas (AO1).</li> <li>• To analyse the effect of particular language and structural features at sentence level (AO2).</li> <li>• To analyse the features of narrative structure across the text as a whole</li> <li>• To use subject terminology in analysis (AO2)</li> <li>• To link the text to contextual factors related to ideas within the text (AO3).</li> </ul>	<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To develop an understanding of the plot and characters. (AO1).</li> <li>• To explore key themes linked to the text and linking to the writer’s purpose/viewpoint (AO1).</li> <li>• To use appropriate quotations or references to support ideas AO1).</li> <li>• To explore close analysis with a focus on the effect of particular language and structural features using extracts (AO2).</li> <li>• To link ideas to the text as a whole (AO1)</li> <li>• To use both language and structural subject terminology in analysis (AO2)</li> <li>• To link the text to the context in which it was written (AO3).</li> <li>• To develop skills in writing extended essay (AO4), (AO5), (AO6)</li> </ul>	<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To show an understanding of play as a comedy (AO1).</li> <li>• To show an understanding of significant characters (AO1)</li> <li>• To explore themes and ideas in the play (AO1)</li> <li>• To use appropriate quotations or references to support ideas (AO1).</li> <li>• To analyse the effect of particular language and structural features (AO2).</li> <li>• To use subject terminology in analysis (AO2)</li> <li>• To demonstrate an understanding of the Elizabethan/Jacobean context, exploration, and colonisation to recognise how this affects our understanding of the characters (AO3).</li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 21 (13 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28– 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<b>Content: Travel Writing</b>	<b>Content Introduction to Gothic Literature and The Woman in Black</b>	<b>Content: Introduction to Gothic Literature and The Woman in Black</b>
<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To show an understanding of different non-fiction texts identifying viewpoints and perspectives (AO1).</li> <li>• To use appropriate quotations or references to support ideas (AO1).</li> <li>• To infer meaning from more than one text (AO2).</li> <li>• To use subject terminology in analysis (AO2).</li> <li>• To compare viewpoints across a range of texts (AO3).</li> <li>• To develop written communication skills and writing for a particular purpose (AO5 and 6).</li> </ul>	<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To explore the conventions of the gothic genre (AO1), (AO2)</li> <li>• To show an understanding of the text/ a range of texts and the writer’s purpose/viewpoint (AO1).</li> <li>• To critically explore characterisation and key themes related to the text (AO1)</li> <li>• To use appropriate quotations or references to support ideas (AO1).</li> <li>• To analyse the effect of particular language and structural features at sentence level (AO2).</li> <li>• To analyse the features of narrative structure across the text as a whole</li> </ul>	<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>• To use subject terminology in analysis (AO2)</li> <li>• To link the text to contextual factors related to ideas within the text (AO3).</li> <li>• To develop the ability to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (AO5).</li> <li>• To develop their vocabulary and sentence structures for clarity, with accurate spelling and punctuation. (AO6).</li> </ul>
<b>Big Test – Week 33 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>

## Year 8 Big Pictures

### Fantastic Futures

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 19 (4 weeks)</i>
<p><b>Emotional Health and Wellbeing</b></p> <p>Develop an understanding of the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up. Exploring differences and healthy relationships.</p> <p>To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p>	<p><b>Being mindful of risks and the world we live in</b></p> <p>Consolidation and reinforcement of puberty, human reproduction, pregnancy, safe sex and the physical and emotional wellbeing. Addressing and exploring FGM. Teenage pregnancy's/ STDs/ transgender/ relationships. - LGBT</p>	<p><b>Healthy lifestyles</b></p> <p>Staying healthy – obesity – eating healthy/ exercise.</p> <p>Different drugs – covering prevalent different classes and effects they have. Risks involved in taking them/ illnesses, etc. Addictions – true stories/case studies etc.</p>
<i>Spring 02</i> <i>Weeks 21 (Spring 01) – 26 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 27 – 31 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 33 – 39 (7 weeks)</i>
<p><b>Multi-culturalism</b></p> <p>What different religions/cultures exist in Manchester?</p> <ul style="list-style-type: none"> <li>- What key differences exist between people</li> <li>- How do I tolerate these differences?</li> <li>- How do lifestyles/food differ across the cultures?</li> </ul> <p>Understand diversity and hate crime. What is a hate crime? What are the laws?</p> <p><b>Judaism</b></p> <p>What is Judaism? War, etc. What are the values of Judaism? What is the history of Judaism? What are the beliefs of Judaism? Ethics/practices/ their prayer and worships? Rites and rituals/ Holy days. How can we show acceptance and tolerance. How does this religion compare to others?</p>	<p><b>Continuation of Judaism</b></p> <p>What is Judaism? War, etc. What are the values of Judaism? What is the history of Judaism? What are the beliefs of Judaism? Ethics/practices/ their prayer and worships? Rites and rituals/ Holy days. How can we show acceptance and tolerance. How does this religion compare to others?</p> <p><b>My options, my future</b></p> <p>Exploring what students would like to do when they are older, what qualifications they will require. Address and explore the options booklet, preparation for the students' choices and rationale for future pathways</p> <p>Transition to GCSEs and KS4. Career pathways – what is an apprenticeship/ level 3 btec/ a/s levels/ degree, etc</p>	<p><b>Content</b></p> <p><b>My digital future</b></p> <p>What will the future look like? How will jobs change? How will this change my future prospects? How will technology change my life? How will the increasing age risks change my job options?</p> <p>What is networking? Why is it important? How can I network? How can I network online?</p> <p>What is a wage? What is a salary? What is tax? What is National Insurance?</p>



## Year 8 Big Pictures

### Foundation Learning - English

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<b>Content</b> Poetry- Different Cultures	<b>Content</b> Novel- Hound of the Baskervilles	<b>Content</b> Novel- Hound of the Baskervilles
<b>Assessment Objectives</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to identify relevant poetic terminology.</li> <li>• Demonstrate understanding of the context in which it was written.</li> <li>• Demonstrate the ability to read, understand and respond to the text.</li> <li>• Demonstrate the ability to identify and use textual references to support and illustrate interpretations.</li> <li>• Demonstrate understanding to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> </ul>	<b>Assessment Objectives</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the plot.</li> <li>• Demonstrate understanding of the context in which it was written.</li> <li>• Demonstrate understanding about character through actions, words, appearance and comments of others.</li> <li>• Demonstrate understanding of what the reader learns, implicitly and explicitly, about the characters through the writer’s choice of vocabulary.</li> <li>• Demonstrate the ability to identify main themes and distinguishing between different themes.</li> <li>• Demonstrate understanding of the use of tension and suspense through language and structure.</li> </ul>	<b>Assessment Objectives</b> <b>Writing</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Demonstrate understanding of how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• Demonstrate understanding of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 21 (13 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28– 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<b>Content</b> Novel- The Giver	<b>Content</b> Novel- The Giver	<b>Content</b> Play- Frankenstein
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <b>Reading</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the plot.</li> <li>• Demonstrate understanding of the context in which it was written.</li> <li>• Demonstrate understanding about character through actions, words, appearance and comments of others.</li> <li>• Demonstrate understanding of what the reader learns, implicitly and explicitly, about the characters through the writer’s choice of vocabulary.</li> <li>• Demonstrate the ability to identify main themes and distinguishing between different themes.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <b>Writing</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Demonstrate understanding of how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• Demonstrate understanding of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). <b>Reading</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the plot.</li> <li>• Demonstrate understanding of the context in which it was written.</li> <li>• Demonstrate the ability to read, understand and respond to the text.</li> <li>• Demonstrate understanding about character through actions, words, appearance and comments of others.</li> <li>• Demonstrate understanding of what the reader learns, implicitly and explicitly, about the characters through the writer’s choice of vocabulary.</li> </ul>
<b>Big Test – Week 33 (11 weeks of prep)</b>	<b>Big Test next year (will total 13 weeks of prep)</b>	

## Year 8 Big Pictures

### Foundation Learning - Maths

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<b>Content</b> Number and place value up to 1000 Adding and subtracting with 3-digit numbers	<b>Content</b> Calculating with Money and Measures Adding, subtracting and comparing fractions	<b>Content</b> Adding, subtracting and comparing fractions Using time accurately
<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Read and write numbers up to 1000. Partition numbers and understand place value Compare, order and represent numbers Solve number problems including those that are worded Mentally add and subtract 1 and 2 digit numbers Add and subtract 1, 10 and 100. Add and subtract 2 and 3 digit numbers	<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Calculate with money and solve real life money problems Develop a sense of the size of different metric units Measure length, mass and capacity Add, subtract and compare measures Measure the perimeter of polygons Count in steps of 4, 8, 50, 100 and $\frac{1}{10}$ Divide single digits by 10 and solve problems with tenths Recognise and write fractions Find fractions of amounts	<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Add and subtract fractions using images Compare the size of unit fractions and order them Read and write the time on 12-hour and 24-hour clocks Draw the time on analogue clocks Measure and recording time (inc. to the nearest minute etc) Estimate, compare and calculate time taken. Solve time problems
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 21 (13 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28– 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<b>Content</b> Multiplication and division facts Angles, lines and shapes	<b>Content</b> Calendars and time Working with the four operations	<b>Content</b> Working with non-unit fractions and small denominators Interpreting and presenting data
<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Recall times tables fluently (1,2 ,3, 4, 5, 8 and 10] Combine multiplication and division facts Carry out long multiplication / other multiplication methods Classify shapes according to their properties Describe turns using angles and understand the different types of angles (right, acute, obtuse or reflex) Recognise horizontal, vertical, perpendicular & parallel lines Recognise and draw 2D and 3D shapes Construct 3D shapes from kinaesthetic resources	<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Understand units of time and the relationship between them (Days, months, years, seconds etc) Calculate the duration of events and use timetables Solve addition and subtraction problems Solve multiplication and division missing problems including those with missing numbers, those involving scaling/proportion and those involving inverse operations Multiplication and division scaling problems Estimate the solutions to calculations by rounding and use this to check answers	<b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). Recognise and write unit and non-unit fractions Understand the denominator Find fractions of an amount Match fractions to images and represent them as such Know fraction bonds to 1 Solve fraction problems Collect data in tally charts and complete frequency tables Draw and interpret pictograms, bar charts and Venn/Carroll diagrams
<b>Big Test – Week 33 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>

## Year 8 Big Pictures

### Geography

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 19 (4 weeks)</i>
<b>Content</b> <b>Australasia: Tourism</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Climate graph</li> <li>• Tourism</li> </ul>	<b>Content</b> <b>Australasia: Tourism</b> <b>An in-depth look at tourism in Australasia.</b> <ul style="list-style-type: none"> <li>• Destinations / attractions</li> <li>• Benefits and problems associated with tourism</li> </ul>	<b>Content</b> <b>Africa</b> <ul style="list-style-type: none"> <li>• Location and Climate</li> <li>• Water and desertification</li> <li>• Climate change</li> </ul>
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• <i>To know the location of the world's continents and oceans</i></li> <li>• <i>To know what tourism is and what the main types of destination are.</i></li> <li>• <i>To be able to explain why tourism has grown so much.</i></li> <li>• <i>To be able to explain the economic importance of tourism.</i></li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• <i>To be able to explain why Australasia is such a popular tourist destination.</i></li> <li>• <i>To be able to describe a range of the benefits and drawbacks of tourism.</i></li> <li>• <i>To Know the different types of tourism.</i></li> <li>• <i>to know what ecotourism is, and how ecotourism differs to usual tourism</i></li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• <i>To know where Africa is and some of its characteristics, in particular the different climatic zones.</i></li> <li>• <i>To describe the main features of a desert, and explain why desertification occurs.</i></li> <li>• <i>To be able to describe what climate change is, its causes and its effects on Africa and its people.</i></li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 20 (12 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 21 (Spring 01) – 26 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 27 – 31 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 33 – 39 (7 weeks)</i>
<b>Content</b> <b>Africa – In depth look at issues within Africa</b> <ul style="list-style-type: none"> <li>• Development</li> <li>• Conflict and Child Soldiers</li> <li>• Shanty towns</li> </ul>	<b>Content</b> <b>Asia</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Climate</li> <li>• Volcanoes, Earthquakes and Tsunamis</li> </ul>	<b>Content</b> <b>Asia</b> <ul style="list-style-type: none"> <li>• Population and distribution</li> <li>• One child policy</li> <li>• Migration</li> </ul>
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• <i>Explain how resources can cause conflict.</i></li> <li>• <i>Describe what development is and the factors that affect it.</i></li> <li>• <i>Describe the main challenges of life in a shanty town.</i></li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>• <i>To be able to describe the processes at work at each of the main types of plate boundaries.</i></li> <li>• <i>To be able to describe and explain the causes and effects of specific volcanic eruptions, earthquakes and Tsunamis.</i></li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). <ul style="list-style-type: none"> <li>• Describe and explain why population has grown so much, and why it is not evenly distributed.</li> <li>• To know what the One Child policy is, how it was operated and some of its effects.</li> <li>• Describe what migration is and why people migrate</li> </ul>
<b>Big Test – Week 32 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>

## Year 8 Big Pictures

### History

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<b>Content</b> <b>The Industrial Revolution</b> Changes in Britain Population Growth Domestic to factory system Working conditions	<b>Content</b> <b>The Industrial Revolution</b> Public health The development of medicine The fight for workers rights Was the Industrial Revolution good for Britain?	<b>Content</b> <b>Building Empires</b> The growth of the British Empire The transatlantic slave trade India in the empire Transportation and Australia
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills</li> </ul>	<b>Assessment Objectives</b> <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills</li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 20 (12 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<b>Content</b> <b>Votes For Women</b> Women’s place in society The suffragettes and suffragists Emily Wilding Davison The cat and mouse act Impact of WW1 Why the vote was given in 1918	<b>Content</b> <b>Equality and Independence</b> Civil rights in the USA 1950 – 1970 Segregation The KKK Rosa Parks and the bus boycotts Martin Luther King Malcolm X	<b>Content</b> <b>Apartheid</b> Apartheid in South Africa Protest and the ANC The Sharpeville Massacre Nelson Mandela The World’s response The end of apartheid.
<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills.</li> </ul>	<b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: <ul style="list-style-type: none"> <li>To consistently use GCSE source routine and explaining skills.</li> </ul>
<b>Big Test – Week 32 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>

## Year 8 Big Pictures

### ICT

<i>Section 1 Lessons 1-4</i>	<i>Section 2 Lessons 5-8</i>	<i>Section 3 Lessons 9-13</i>
<p><b>Content</b> Introduction to ICT Office</p>	<p><b>Content</b> E-Safety</p>	<p><b>Content</b> Podcast</p>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>• Use ICT around the academy – printing/logging on/scanning/emailing/portal</li> <li>• Advanced Word</li> <li>• Advanced PPT</li> <li>• Advanced Excel</li> </ul>	<p><b>Assessment Objectives</b> Understand and explain the effects of:</p> <ul style="list-style-type: none"> <li>• Social Media and Safe Internet use</li> <li>• Cyberbullying</li> <li>• Sexting</li> <li>• Grooming</li> <li>• Online hate crime/propaganda</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test: Audacity:</p> <ul style="list-style-type: none"> <li>• Use of layers</li> <li>• Use of cut and trim</li> <li>• Use of effects</li> <li>• Mixing sounds</li> </ul>
<b>Mini-Test Prep and Mini-Test</b>	<b>Whole Class Feedback Sheet</b>	<b>Big Test</b>

## Year 8 Big Pictures

### Mandarin

<i>Autumn 01 Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02 Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01 Weeks 16 - 19 (4 weeks)</i>
<p><b>Content: 嘿</b></p> <ul style="list-style-type: none"> <li>• Focus on writing Chinese Characters</li> <li>• Chinese strokes</li> <li>• Numbers</li> <li>• Talking about basic greeting and extended greeting in China</li> <li>• Talking about age and name</li> <li>• Family members</li> <li>• Mandarin connective words</li> <li>• Measure words</li> </ul>	<p><b>Content: 家和宠物以及爱好</b></p> <ul style="list-style-type: none"> <li>• Family members, friends and extended family members.</li> <li>• Simple opinions</li> <li>• Simple sentences and the Chinese grammar</li> <li>• Talking about your pets and basic measure words</li> <li>• Basic Hobbies</li> <li>• Chinese radicals</li> <li>• Days of the week and month</li> <li>• colours</li> </ul>	<p><b>Content: 学校</b></p> <ul style="list-style-type: none"> <li>• Talking about school subjects and which ones you study</li> <li>• Giving opinions about school subjects and teachers</li> <li>• Sports you like</li> <li>• Talking about school timetable</li> <li>• Compare school life between England and China</li> <li>• More connective words</li> </ul>
<i>Spring 02 Weeks 21 (Spring 01) – 26 (6 weeks)</i>	<i>Summer 01 Weeks 27 – 31 (5 weeks)</i>	<i>Summer 02 Weeks 33 – 39 (7 weeks)</i>
<p><b>Content: 时间和意见</b></p> <ul style="list-style-type: none"> <li>• Extended Family members</li> <li>• Chinese New Year</li> <li>• Time (o'clock, quarter past, quarter to, half past)</li> <li>• Numbers to 10,000, Chinese number digits</li> <li>• Simple opinions</li> <li>• Simple sentences and basic connectives</li> <li>• Reading about the Chinese festivals</li> <li>• Past tense</li> </ul>	<p><b>Content: 食品和饮料</b></p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Telling the time</li> <li>• Ordering in a Chinese restaurant</li> <li>• Saying what you are going to do at the weekend</li> <li>• Writing about food and drink you like</li> </ul>	<p><b>Content: 文化</b></p> <ul style="list-style-type: none"> <li>• Reviewing the past tense in Mandarin</li> <li>• Learning about cultures in Mandarin</li> </ul>

## Year 8 Big Pictures

### Maths

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<p><b>Content</b> Arithmetical operations with decimals and negatives [7] Linear equations with unknowns on both sides [3] Parallel, Alternate and Corresponding (Lines and angles) [6] Sets and Unions [3]</p>	<p><b>Content</b> Percentages [10] Sequences and relationships [8] <b>Multiples, factors and primes [6]</b></p>	<p><b>Content</b> Symmetries and constructions [9] Using averages, range and relationships to describe data [8]</p>
<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Add, subtract, multiply and divide integers Multiply/divide by 10, 100 and 1000 Add, subtract, multiply and divide decimals Add, subtract, multiply and divide directed numbers Solve linear equations with unknowns on both sides including expressions with brackets and fractional coefficients Use equations to solve problems described in words Find angles in parallel lines (alternate (interior/exterior), corresponding and vertically opposite Create and interpret Venn &amp; Carroll diagrams. Enumerate and find the number of elements within sections of Venn diagrams</p>	<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Find equivalent decimals, fractions &amp; percentages and order them. Understand fractions and percentages as operators Find one quantity as a percentage of another Find percentages of amounts (non-calculator/calculator) Find percentage increase/decrease &amp; use percentages to make comparisons Recognise, generate from <math>n^{\text{th}}</math> term and find the <math>n^{\text{th}}</math> term of arithmetic sequences. Use the <math>n^{\text{th}}</math> term of an arithmetic sequence and solve problems involving it Interpret and plot conversion graphs Express/use mathematical relationships as formulae Find factors and multiples of numbers Find the lowest common multiple and highest common factor Know the prime numbers and use prime factor decomposition Use prime factors to find the LCM and HCF</p>	<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Describe rotational and reflective symmetry in regular and irregular polygons and draw examples of such polygons Construct the perpendicular bisector of a line segment, a perpendicular from a line to a point, the bisector of an angle &amp; show that the shortest distance is the perpendicular Find the median, mode, mean and range of a data set and from frequency tables (non-grouped data) Make comparisons using averages and the range Plot and read scatter graphs, interpret correlation and draw lines of best fit to make predictions</p>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 21 (13 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28– 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<p><b>Content</b> Linear equations: Graphically and algebraically [10] Accuracy with perimeter, area and volume [14]</p>	<p><b>Content</b> Dividing quantities into ratios [4] Algebraic expressions [3] Translations, rotations and reflections [5]</p>	<p><b>Content</b> Diagrams and constructions [6] Revision and problem solving</p>
<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Complete tables of values &amp; plot straight line graphs for linear functions Plot graphs given their gradient and intercept (<math>y=mx+c</math>) Plot linear functions given in the form <math>ax + by = c</math> Understand the gradient in different contexts and <math>y=mx+c</math> Find the equation of straight line graphs Understand inequality notation and error intervals. Round and estimate in real-life and numerical problems. Calculate the circumference and area of circles Find the perimeter &amp; area of 2D shapes inc. compound shapes Find the surface area, cross-section and volume of prisms including cylinders</p>	<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Solve problems with ratios including simplifying ratios, dividing quantities in a given ratio and comparing information using ratios Factorise expressions inc. difference between two squares Translate shapes on a coordinate plane Identify properties of, and describe the results of, reflections, rotations and combined transformations</p>	<p><b>Assessment Objectives</b> Knowledge, application and skills assessed by the Big Test: Use multiplication and division to scale quantities Interpret scale diagrams and maps Enlarge shapes by given scale factors Identify and describe enlargements</p>
<b>Big Test – Week 33 (11 weeks of prep)</b>		Big Test next year (will total 13 weeks of prep)

## Year 8 Big Pictures

### PE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>8.1 Mixed</b>	Handball (Astro 3+4/SH)	Badminton (SH)	Basketball (MUGA)	Rugby (3G)	Football (Astro 1)	Athletics (3G)
<b>8.2 Boys</b>	Football (3G)	Rugby (3G)	Handball (Astro 1+2)	Badminton (SH)	Athletics (3G)	Cricket (Astro 1)
<b>8.3 Girls</b>	Hockey (Astro 1+2)	Dance (DS)	Badminton (SH)	Netball (MUGA)	Volleyball (SH)	Athletics (3G)



## Year 8 Big Pictures

### Science

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 20 (5 weeks)</i>
<p><b>Content</b> <b>Chemical reactions</b></p> <ul style="list-style-type: none"> <li>Recap states of matter</li> <li>Chemical reactions with word and symbol equations</li> <li>Rates of reaction</li> </ul>	<p><b>Content</b> <b>Organ systems</b></p> <ul style="list-style-type: none"> <li>Recap of cell structure and life processes</li> <li>The reproductive system and fertilisation</li> <li>Food groups and the digestive system</li> <li>Gas exchange and the circulatory system</li> </ul>	<p><b>Content</b> <b>Energy</b></p> <ul style="list-style-type: none"> <li>Review the particle theory</li> <li>Heating &amp; Cooling Curves</li> <li>Conduction, convection and radiation</li> <li>Energy efficiency and specific heat capacity</li> </ul>
<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>Draw diagrams for states of matter and describe changes in state</li> <li>Know how to carry out different chemical reactions and represent in equation form</li> <li>Describe factors that increase the rate of a chemical reaction</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>Describe the structure and function of different cells</li> <li>Describe the reproductive organs and the process of fertilisation</li> <li>Describe the structure and function of the digestive system including enzymes</li> <li>Explain the process of respiration</li> </ul>	<p><b>Assessment Objectives</b> This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> <li>Investigate changes in state</li> <li>Compare heat and temperature and investigate the difference</li> <li>Compare methods of heat transfer</li> <li>Calculate energy efficiency and display as diagrams</li> </ul>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 21 (13 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28– 32 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i>
<p><b>Content</b> <b>Health, Fitness &amp; Disease</b></p> <ul style="list-style-type: none"> <li>Pathogens</li> <li>Body defence system</li> <li>Heart disease, diabetes and cancer</li> </ul>	<p><b>Content</b> <b>Atoms, elements and the periodic table</b></p> <ul style="list-style-type: none"> <li>Patterns and trends in the periodic table</li> <li>Properties of metals and alloys</li> <li>Reactivity series and displacement reactions</li> <li>Preparing samples and naming salts</li> </ul>	<p><b>Content</b> <b>Waves</b></p> <ul style="list-style-type: none"> <li>Properties of a wave</li> <li>Light waves – reflection and refraction</li> <li>Sound waves and the ear</li> <li>Nuclear radiation</li> </ul>
<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>Know the causes, symptoms and treatment of non-communicable diseases</li> <li>Demonstrate knowledge of microbes and immunity</li> <li>Use microscopes to identify microbes</li> <li>Explain how Edward Jenner developed vaccinations</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>Describe the properties of different elements in the periodic table</li> <li>Describe the trends and patterns seen in the periodic table</li> <li>Describe properties and uses of metals and alloys</li> <li>Investigate soluble salts</li> </ul>	<p><b>Assessment Objectives</b></p> <ul style="list-style-type: none"> <li>Describe the features of a wave and the effects of changing pitch and amplitude</li> <li>Construct ray diagrams for reflection and refraction</li> <li>Describe the different types of nuclear radiation</li> <li>Describe the uses and effects of nuclear radiation</li> </ul>
<b>Big Test – Week 33 (11 weeks of prep)</b>		•

## Year 8 Big Pictures

### Spanish

<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 19 (4 weeks)</i>
<b>Content: mis vacaciones</b> <ol style="list-style-type: none"> <li>1. Countries</li> <li>2. Destinations</li> <li>3. Transport</li> <li>4. Family</li> <li>5. Holiday activities</li> <li>6. Time expressions</li> <li>7. Past tense</li> </ol>	<b>Content: The past tense</b> <ul style="list-style-type: none"> <li>• Recognising, understanding and reviewing the past tense in the context of holidays.</li> <li>• Recognising and understanding the difference between the present and past tenses.</li> </ul>	<b>Content: Todo sobre mi vida</b> <ol style="list-style-type: none"> <li>1. Uses of a mobile phone</li> <li>2. TV genres</li> <li>3. Present tense, future tense and past tense</li> <li>4. Music</li> <li>5. Film genres</li> </ol>
<b>Big Test – Week 7 (6 weeks of prep)</b>	<b>Big Test – Week 20 (12 weeks of prep)</b>	
<i>Spring 02</i> <i>Weeks 21 (Spring 01) – 26 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 27 – 31 (5 weeks)</i>	<i>Summer 02</i> <i>Weeks 33 – 39 (7 weeks)</i>
<b>Content: a comer</b> <ul style="list-style-type: none"> <li>• Saying what food you like</li> <li>• Describing meal times</li> <li>• Ordering a meal</li> <li>• Discussing what to buy for a party</li> <li>• Giving an account of a Mexican fiesta</li> </ul>	<b>Content: ¿Qué hacemos?</b> <ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Making excuses</li> <li>• Discussing getting ready to go out</li> <li>• Talking about clothes</li> <li>• Talking about sporting events</li> </ul>	<b>Content: Operacion verano</b> <ol style="list-style-type: none"> <li>1. Hotel: complaints and problems.</li> <li>2. future holidays</li> </ol>
<b>Big Test – Week 32 (11 weeks of prep)</b>		<b>Big Test next year (will total 13 weeks of prep)</b>