



Straits International School. Year 8 Long Term Plan

Year 8

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<p><u>Fiction</u> <u>Novel: 'Private Peaceful' by Michael Morpurgo</u></p> <p>Skills covered: Reading Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts. Demonstrate understanding of implicit meaning in texts</p> <p>Assessment points: Formative 1: PEA paragraph on Grandma Wolf Week 4-5 Formative 2:</p>	<p><u>Fiction</u> <u>Heroes and Villains Literature</u></p> <p>Skills Reading & Writing Demonstrate understanding of features of hero and villain texts by explaining and developing these features in their own discussion and writing Select and develop content and use register and language appropriate to genre, purpose and audience.</p> <p>Assessment points: Reading:</p>	<p><u>Fiction/Non-Fiction</u> <u>Relationships</u> <u>Poetry</u></p> <p>Skills covered: Reading Compare poems from different cultures, poets and times, commenting on their use of language and imagery to develop similar themes and elicit responses from the reader.</p> <p>Assessment points: Pupils will write an analytical response on the following question: 'How</p>	<p><u>Fiction:</u> <u>Recreations Writing based on the end of the world</u></p> <p>Skills covered: Writing Explore why certain texts are important and show awareness that the context in which a text is written and read affects its meaning. Select and develop content and use register and language appropriate to genre, purpose and audience</p> <p>Assessment points: Students will craft the beginning of a short story using</p>	<p><u>Fiction</u> <u>Play 'An Inspector Calls' by JB Priestley</u></p> <p>Skills covered: Reading Identify and understand the main ideas, settings, character and themes in a text. Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imager patterns and structure in the use of language, use of dialect or informal language</p> <p>Assessment points: Students will develop</p>	<p><u>Travel Writing</u> <u>Writing to Describe</u></p> <p>Skills covered: Writing Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</p> <p>Select and develop content and use register and language appropriate to genre, purpose and audience.</p> <p>Assessment points: Students will produce a convincing, descriptive piece of writing for a travel magazine/agency.</p>



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	<p>Newspaper report on the events linked to a Chapter Week 5-6</p> <p>Summative: Cambridge checkpoint style assessment feature reading task, linked to an extract from the novel, and a writing task linked to a theme from the novel. Week 7-8</p>	<p>Students will explain how the writer uses language to present the setting by referring to specific words and comment on them.</p> <p>Writing task: Students will write the first chapter of their detective novel considering descriptions of and introduction to setting, character and the theme. Week 5-6</p>	<p>does the poet explore the parent child relationship in Nettles’ Pupils will be expected to write their response on one poem, however, they should be making links between the poems throughout the unit. Week 5-6</p> <p>.</p>	<p>language, structure and descriptions for post-apocalyptic writing. Week 5-6</p>	<p>and essay exploring the ways in which Priestley presents the character of Sheila during the course of the play. Week 4-5</p>	<p>Week 4-5</p>
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Mathematics	<u>Number and calculation 1</u> Skills covered: <ul style="list-style-type: none"> •Integers •Squares, cube, roots and indices •Factors •Mental strategies <p>Assessment point : Number property</p>	<u>Length, mass and capacity</u> Skills covered: <ul style="list-style-type: none"> •Units of measure •Area, volume and capacity(unit) •Imperial units <p>Assessment points: Measurement</p>	<u>Fractions</u> Skills covered: <ul style="list-style-type: none"> •Add, subtract, multiply and divide fraction •Order of operation in fraction <p>Assessment points: Fractions operation</p>	<u>Fractions and decimals</u> Skills covered: <ul style="list-style-type: none"> •Ordering decimals •Decimal operation •Fraction and decimal relation <p>Assessment points: Decimal property</p>	<u>Fractions, decimals and percentage</u> Skills covered: <ul style="list-style-type: none"> •Equivalent fractions, percentages and decimal •percentage increase and decrease <p>Assessment points: Percentage</p>	<u>Ratio and proportion</u> Skills covered: <ul style="list-style-type: none"> •Ratio •proportion <p>Assessment points: Word problems</p>
	<u>Expressions and functions</u> Skills covered: <ul style="list-style-type: none"> •Simplifying and expanding •Functions •Expressions <p>Assessment point : Expansion</p>	<u>Numbers and calculation 2</u> Skills covered: <ul style="list-style-type: none"> •Rounding •Decimals- multiply, divide, add and subtract <p>Assessment points: Number property</p>	<u>Expressions, equations and formulae</u> Skills covered: <ul style="list-style-type: none"> •Linear equation (solving) •Substitutions •formulae <p>Assessment points: Algebra property</p>	<u>Times and rates of change(graphs)</u> Skills covered: <ul style="list-style-type: none"> •plotting point •interpreting graphs •drawing graphs <p>Assessment points: Real life graph</p>	<u>Sequences, functions and graphs</u> Skills covered: <ul style="list-style-type: none"> •rules of sequences •the nth term •linear graphs <p>Assessment points: Nth term</p>	<u>Area, perimeter and volume</u> Skills covered: <ul style="list-style-type: none"> •surface area •volume •perimeter (2D and 3D shapes) <p>Assessment point : Area and volume</p>
	<u>Shapes and mathematical drawings</u> Skills covered: <ul style="list-style-type: none"> •Construction •Bisector 	<u>Collecting and processing data</u> Skills covered: <ul style="list-style-type: none"> •Types of data •Two-way table 	<u>Geometry</u> Skills covered: <ul style="list-style-type: none"> •All about angles •Types of angles and properties 	<u>Presenting data and interpreting results</u> Skills covered: <ul style="list-style-type: none"> •Line charts •Histograms •Stems and leaf 	<u>Transformation</u> Skills covered: <ul style="list-style-type: none"> •All type of transformations •Scale drawing 	<u>Probability</u> Skills covered: <ul style="list-style-type: none"> •Idea of probability •Experimental probability <p>Assessment points: Probability</p>



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	<ul style="list-style-type: none">•Congruence and symmetry <p>Assessment points: Construction</p>	<ul style="list-style-type: none">•Averages and ranges <p>Assessment points: Data</p>	<p>Assessment points: Property</p>	<p>Assessment points: Graphs</p>	<p>Assessment points: Transformations</p>	
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Science	<p><u>Plants and animal nutrition</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Photosynthesis ● Transporting water and minerals in plants ● Nutrients ● A balanced diet ● Human digestive system ● Enzymes <p>Assessment points: Topical questions</p>	<p><u>Light</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● How light travels ● How shadow forms ● Reflection ● How light bends ● Spectrum ● Coloured light <p>Assessment points: Checkpoint questions</p>	<p><u>Transport in animals</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Human circulatory system ● The heart ● Blood vessel ● Human respiratory system ● Gas exchange ● Keeping fit ● Cigarettes and health <p>Assessment points: Topical questions</p>	<p><u>Sound</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Vibrations ● How sound travels ● Sounds on a screen ● How we hear <p>Assessment points: Checkpoint questions</p>	<p><u>Reproduction and Growth</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Gametes ● Human reproductive system ● What happens to the egg cell? ● From embryo to baby ● Growth and development ● Lifestyle and health <p>Assessment points: Topical questions</p>	<p><u>Forces and magnets</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Speed ● Movements ● Distance-time graph ● Magnets and magnetic materials ● Electromagnet ● Electric current <p>Assessment points: Checkpoint questions</p>
	<p><u>Elements, mixtures and compounds</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Particle theory ● Changes of state ● Diffusion ● Gas pressure ● Atoms and elements ● The Periodic Table ● Compounds ● Formulae ● Separating mixture ● Solubility 		<p><u>Metals and non-metals</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Metals and non-metals ● Chemical reactions ● Word equations <p>Assessment points: Topical questions</p>	<p><u>Chemical Reactions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Physical and chemical change ● Burning ● Reactions with acids ● Conservation of mass ● Rusting <p>Assessment points: Topical questions</p>		



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	Assessment points: Topical questions					
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History	<p><u>The Chartists/ Growth of Democracy</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Essay writing <p>Source analysis</p> <p>Assessment points:</p> <p>How successful were protest movements in early 19th century Britain?</p> <p>Why was the voting system unfair before 1830 in Britain? Rank groups and justify</p> <p>Did the Chartists really fail?</p>	<p><u>Votes for women</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Essay writing <p>Source analysis</p> <p>Assessment points:</p> <p>Source Analysis 1 – How useful is this source?</p> <p>Source Analysis 2 – Why was this source produced?</p> <p>Votes for Women Source Assessment (All 3 source types)</p>	<p><u>Causes of WWI</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Essay writing <p>Source analysis</p> <p>Assessment points:</p> <p>PEEL Paragraph 1 – Why did the unification of Germany cause problems?</p> <p>PEEL Paragraph 2 – Why was the alliance system a cause of the war? X 2 PEEL paragraphs</p> <p>Causation Essay - : “The Murder of Franz Ferdinand caused World War I” How far do you agree?</p>	<p><u>WWI depth study</u></p> <p>Skills covered:</p> <p>Inference</p> <p>Justifying an answer</p> <p>Essay writing</p> <p>Assessment points:</p> <p>PEEL Paragraph – Why did the Somme turn into a disaster?</p> <p>Balanced Argument – To what extent was the Somme a military disaster for the British? X 2 PEEL paragraphs</p> <p>Balanced Argument Essay -Does General Haig deserve his reputation as the “Butcher of the Somme”?</p>	<p><u>Rise of Hitler</u></p> <p>Skills covered:</p> <p>Inference</p> <p>Justifying an answer</p> <p>Essay writing</p> <p>Assessment points:</p> <p>PEEL Paragraph 1 – Why was Germany badly affected by the Treaty of Versailles?</p> <p>PEEL Paragraph 2 – Why was the Great Depression a turning point for the Nazis?</p> <p>Causation/Argument Essay - “The anger caused by the Treaty of Versailles was the main reason the Nazis came to power” How far do you agree with this statement?</p>	<p><u>Life in Nazi Germany</u></p> <p>Skills covered:</p> <p>Inference</p> <p>Justifying an answer</p> <p>Essay writing</p> <p>Assessment points</p> <p>Why was this source produced?</p> <p>How useful is this source?</p> <p>Source Assessment – 3 different types of source question</p>
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Geography	<p><u>Climate Change Introduction</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Define Climate Change and explain the causes and impacts of climate change <p>Assessment points: Research and create a fact file about a volcanic eruption that impacted the Earth's climate</p> <p>Assessment on the Introduction to Geography Unit</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p>	<p><u>Climate Change Solutions & Case Studies</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Examine solutions to climate change and places in the world that are fighting climate change <p>A02: Evaluate solutions to climate change</p> <p>Assessment points: Create a poster raising awareness about energy solutions to climate change</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Climate Change Unit</p>	<p><u>Economic Geography & Globalisation</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> AO1 Define key terms and describe economic changes. <p>A02: Compare the positives and negatives of globalisation</p> <p>Assessment points: Investigate and create a fact file about a global corporation and its links with other countries</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Globalisation Unit</p>	<p><u>China</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> AO1 Define key terms and compare traditional China with modern China <p>A02: Analyse the population distribution in China</p> <p>Assessment points: Create a 7 day travel itinerary throughout China with one place for each day</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the China Unit</p>	<p><u>Resources & The Environment</u></p> <p>Skills covered: A01 Identify sources of pollution, describe the impacts of pollution on the environment.</p> <p>A02 Analyse solutions to making industry and individuals more responsible</p> <p>Assessment points: Create a poster on how to raise awareness about plastic pollution</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Resource Unit</p>	<p><u>Kenya</u></p> <p>A01 Define key terms and explain Kenya's links with Asia and the world</p> <p>A02: Analyse Kenya's population distribution</p> <p>Assessment points: Create a poster about Japan</p> <p>Complete a quiz on material covered halfway through the unit and peer assess</p> <p>Assessment on the Japan unit.</p>
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Business	<p style="text-align: center;"><u>Marketing</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Market research on customer demand on chocolate</p> <p>Design the chocolate bar</p> <p>Produce a 3D model of your new chocolate bar.</p>	<p style="text-align: center;"><u>Marketing</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Produce a slogan for the chocolate product</p> <p>Advertisement for the new product</p> <p>Presentation of a new chocolate bar</p>	<p style="text-align: center;"><u>Social costs and benefits</u></p> <p>Skills covered: AO1: Knowledge and Understanding AO2: Application</p> <p>Assessment points: List of social costs and benefits to a company</p> <p>Complete the BBC Bitesize quiz</p> <p>Letter to Head of school on possible suggestions of land use and how it can improve the school</p>	<p style="text-align: center;"><u>Sustainable Energy</u></p> <p>Skills covered: AO1: Knowledge and Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Mind map of the different types of sustainable energy used</p> <p>Presentation on how a company can use sustainable energy to save resources</p> <p>Letter to the Prime Minister on why it is a good idea to pass legislation on getting companies to use sustainable resources in Penang</p>	<p style="text-align: center;"><u>Selection and recruitment</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p> <p>Assessment points: Mind map of personal skills</p> <p>Complete a CV</p> <p>Design a job advertisement for your chosen job</p>	<p style="text-align: center;"><u>Selection and recruitment</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4: Evaluation</p> <p>Assessment points: Completion of application form</p> <p>Design a Job Description for a particular position</p> <p>Role play an interview</p>
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Computer Science	<p><u>Finding and presenting information.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Techniques for evaluating information on websites. Select the relevant information for the report <p>Assessment points: Gather information on a given topics</p>	<p><u>Web design and creation.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> How HTML is used to create a basic web page Microsoft word and Microsoft publisher can be used to create web pages How specialised software can be used to create web pages How to select the most appropriate software for creating web pages <p>Assessment points: Creating a personal website</p>	<p><u>Modelling.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Managing workbooks and worksheets Advanced formatting Documenting and auditing <p>Assessment points: Complete an exercise given in excel and google sheets</p>	<p><u>Data handling.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Create a record structure. Import the record structure and data from another source. Filters and queries <p>Assessment points: Complete an exercise given in Access</p>	<p><u>Advance System Control.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Review the flowcharts. Creating set of instructions to control events. Monitoring and control systems. <p>Assessment points: Design a simple system</p>	<p><u>Wider aspects of ICT</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> Safety issues Plagiarism and copyright issues. The impact of ICT. <p>Assessment points: Creating a presentation of safety issues campaign</p>
PSHE/ Moral	<p><u>Patriotism</u></p> <p>Topic: Love for country</p>	<p><u>Patriotism</u></p> <p>Topic: Sacrifice for country</p>	<p><u>Human rights</u></p> <p>Topic: Protect rights of children</p>	<p><u>Human rights</u></p> <p>Topic: Protect rights of employee.</p>	<p><u>Democracy</u></p> <p>Topic: Obey to rules and regulations</p>	<p><u>Democracy</u></p> <p>Topic: Involvement in country development</p>



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	<p>Skills covered: Be an active citizen. Actively demonstrate love for the country by being part of its political process. Encourage family and friends to love their country. Grow their national pride so they will have respect someday as a citizen.</p> <p style="text-align: center;">Responsible</p>	<p>Skills covered: Being thankful and appreciative with what we have and with the things that are given to us. To show the thankfulness we can involve volunteering for military service for our country.</p> <p style="text-align: center;">Mannerism</p>	<p>Skills covered: Children's rights includes their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal state-paid education, health care, and criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom</p> <p style="text-align: center;">Affection</p>	<p>Skills covered: Action and making fair decisions. All employees have basic rights in the workplace including the right to privacy, fair compensation, and freedom from discrimination. A job applicant also has certain rights even prior to being hired as an employee. Action and making fair decisions.</p> <p style="text-align: center;">Courage</p>	<p>Skills covered: Rules refer to set guidelines which have been put in place in different countries & communities and have been accepted by all. apart from facing the consequences of breaking rules sometimes many people obey rules for their own safety.</p> <p style="text-align: center;">Hardworking</p>	<p>Skills covered: The term country development, is usually used to refer to a constructive process of engaging all citizens in building social cohesion, economic prosperity and political stability in a nation in an inclusive and democratic way.</p> <p style="text-align: center;">Tolerance</p>
Islamic Studies	<p><u>Tawheed</u> Believe that Allah is One, Supreme and nothing is like Him. The 20 essential</p>	<p><u>Taharah</u> The importance of cleanliness in Islam – Istinjaa'</p>	<p><u>Surah Al-Zalzalah</u> The meaning of the surah. Verse 3 – verse 4</p>	<p><u>Ramadhan Al Mubarak</u> The importance of this special holy month to Muslims.</p>	<p><u>Lying, gossiping & backbiting</u> One of the worst habits, all Muslims must avoid doing in</p>	<p><u>Haj</u> One of the five pillars of Islam – the rules in performing haj.</p>



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	<p>attributes of Allah.</p> <p>Learn attributes 1-5.</p> <p><u>Surah Al-Ikhlās</u></p> <p>The meaning of the surah.</p> <p>Verse 3 – verse 4</p> <p>(Revise Verses 1 & 2)</p> <p><u>Ar-Risalah (The Prophets)</u></p> <p>The names of 25 prophets and their related stories.</p> <p>Prophet Abraham – Prophet Jacob.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Written assessment on Surah Al-Ikhlās. 	<p><u>Surah An-Nas</u></p> <p>The meaning of the surah.</p> <p>Verse 3 – verse 4</p> <p>(Revise Verses 1 & 2)</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Fill in the blanks – keywords. 2. Memorising and reciting Surah An-Nas. 3. Practical assessment – performing istinjaa’ 	<p>(Revise Verses 1 & 2)</p> <p><u>Performing Salah</u></p> <p>Reciting simple surah during prayers.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Memorising and reciting Surah Al-Zalzalah. 2. Verbal assessment of reciting simple surah during prayers. 	<p><u>Fasting</u></p> <p>Observe the do’s and don’ts during fasting month.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Written assessment on the do’s and don’ts during Ramadhan holy month. 	<p>their lives.</p> <p>Meaning and examples of backbiting.</p> <p><u>Zakah</u></p> <p>The types of zakah available for Muslims to contribute.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Verbal quizzes on lying gossiping & backbiting. 2. Fill in the blanks – the importance of zakah. 	<p><u>Prophet Adam as</u></p> <p>To re-visit how Allah swt created the first man and how he was sent down to the Earth from the Paradise.</p> <p>Skills covered:</p> <p>Thinking, reading, writing, listening , speaking</p> <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Written assessments on rules on performing haj. 2. Quizzes on the history of Prophets Adam.
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	<p>2. Memorising and reciting Surah Al-Ikhlas.</p> <p>3. Verbal quizzes.</p> <p>4. Writing the important story related to the five prophets.</p>					
Bahasa Malaysia	<p><u>Creative family</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Write a description of family</p>	<p><u>Successful students</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Individual presentation on characteristics of</p>	<p><u>Saving money</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Write an essay on how we can use money wisely</p>	<p><u>Novel "dendam"</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Summary writing of the novel ' Dendam'</p>	<p><u>Globalisation world</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Write sentences based on the Globalisation pictures with suitable</p>	<p><u>Current transportation</u></p> <p>Skills covered: Reading, writing, listening, speaking, presentation</p> <p>Assessment points: Reading comprehension question</p>



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		successful student			vocabulary	
Sejarah	<u>The fight for Independence</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work	<u>The fight for Independence</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work	<u>Tokoh tokoh (Heroes) in Malaysia</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work	<u>Tokoh tokoh (Heroes) in Malaysia</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work	<u>The Administrative Ministry</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work	<u>The Administrative Ministry</u> Skills covered: Reading, writing, listening, speaking, presentation Assessment points: Project work
Advanced Mandarin	<u>Describing language</u> Skills covered: Reading Writing Assessment Points: Write an outline to describe a person Write a story using describing technique for scenery	<u>Flashbacks</u> Skills covered: Reading Writing Assessment Points: Distinguish the difference between Narrative and flash back writing Use the flash back phrases to	<u>Scenery Writing</u> Skills covered: Reading Writing Assessment Points: Write a short text about 40 characters on describe scenery Extract the key vocabulary for	<u>Legends</u> Skills covered: Reading Writing Assessment Points: Create a legend piece of work in power point slide Complete the legend story writing	<u>Expository writing</u> Skills covered: Reading Writing Assessment Points: Write an expository essay by using the key words Write the difference between expository and narrative writing	<u>Fiction</u> Skills covered: Reading Writing Assessment Points: Write the key vocabulary for fiction writing Compose a short text around 80 characters using the technique



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		complete a story	scenery to build essay			
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Intermediate Mandarin	<p><u>Use Colours to describe things</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Spot the difference and identify the colours. Label the colours. Use colours to describe things</p>	<p><u>Colours and Clothing</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Label the difference clothing Label the clothing of boy/girl school uniform Describe the clothing given (phrases/ sentences)</p>	<p><u>Weather Holiday</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Spot the difference and identify the weather. Label the weather and holiday. Write a short text about your favourite holiday trip</p>	<p><u>Hobbies Students daily routine</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Label the difference hobby Label the indoor and outdoor Describe your daily routine given (in phrases/ sentences)</p>	<p><u>School subjects</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Re-locate the school subjects Make your own School subjects Write a short description on your designated timetable</p>	<p><u>Describe School Facilities</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>Assessment points: Re-locate the school facilities Design your own School facility in a creative way(PBL) Write a short description on your current school facilities</p>
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EAL	<p><u>Out and about</u></p> <p>Skills covered: Identify text purposes, identify parallel expressions, will and going to, talk about extreme weather, differentiate between too and enough, compound words</p> <p>Assessment points: Describe future climates, giving and asking for reasons and preferences</p>	<p><u>This is me</u></p> <p>Skills covered: Identify the definition of the term 'life coach', write a physical description, skilful linking between content points, phrasal verbs, describe people, prefixes and suffixes, questions words</p> <p>Assessment points: Ask general questions about life coaches, use phrasal verbs to rewrite sentences</p>	<p><u>Fit and healthy</u></p> <p>Skills covered: Write a story, text organisation, narrative verb tenses, Agreement/disagreement and decision making, defining and non-defining, vocabularies related to health and exercise/illnesses and accidents</p> <p>Assessment points: Identify and listen for agreement, disagreement and decision making.</p>	<p><u>A question of taste</u></p> <p>Skills covered: Identify the characteristics of 8 unusual restaurants, commands, ask for objects that you don't know the name of, listen to short recording of having something done.</p> <p>Assessment points: Write a list of commands to help the guests in a dark restaurant</p>	<p><u>Conserving nature</u></p> <p>Skills covered: International climate champions, matching options with relevant words in the text, letter about wildlife and pets, discuss animal facts, noun suffixes, comparative and superlative adverbs</p> <p>Assessment points: Group the noun forms of the verbs into the right categories and explain the definitions</p>	<p><u>What did you say?</u></p> <p>Skills covered: Discuss about different ways of communicating a message, listening (Web challenge competition), slang words, reported speech and commands, indirect questions and reported questions</p> <p>Assessment points: Rewrite the instructions given</p>
PE	<p><u>Invasion Games</u></p> <p><u>Football</u></p> <p>Skills covered: Development of:</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: Development of fitness</p>	<p><u>Aquatics</u></p> <p><u>Swimming</u></p> <p>Skills covered: Level D3</p>	<p><u>Invasion Games</u></p> <p><u>Basketball / Netball</u></p> <p>Skills covered: Development of</p>	<p><u>Dance & Gymnastics</u></p> <p>Skills covered: Introduction</p> <p>Jumping/ Bouncing</p>	<p><u>Striking and Fielding</u></p> <p><u>Cricket / Rounders</u></p> <p>Skills covered: Development of</p>



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	<p>Passing, moving, Shooting. Dribbling, control, turning. Principles of attack. Principles of defense. Games.</p> <p>Assessment points:</p> <p>Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>	<p>Components of: Power Coordination, Reaction time, Agility, Balance, Speed, Strength, Flexibility Stamina</p> <p>Assessment points:</p> <p>Improved test results from beginning and start of unit.</p> <p>Understand what types of fitness are suited to specific games</p>	<p>Development</p> <p>Sculling Streamline Correct technique and distance in freestyle. Correct technique and distance in backstroke. Use an aid to perform rescues and survival sequences.</p> <p>Assessment points:</p> <p>Consistently demonstrate sculling</p> <p>Consistently demonstrate correct distance and technique for Freestyle.</p> <p>Consistently demonstrate</p>	<p>Footwork. shooting (Set Shot Jump Shot) Creating space. Attack and defence, positional awareness. Dribbling, beating an opponent. Games.</p> <p>Assessment points:</p> <p>Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p> <p><u>Net / Wall Games</u></p>	<p>Turns Action Sequences Movement Tension</p> <p>Assessment points:</p> <p>Beginning to demonstrate the range of skills learnt with some level of confidence, accuracy and precision</p> <p>Beginning to perform gymnastic movements with control, fluency and accuracy and tension</p> <p>Is aware of own safety and that of others at all times, can lift carry and place mats safely</p>	<p>Catching. Fielding. Bowling. Batting. Tactics through games.</p> <p>Assessment points:</p> <p>Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>
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			<p>correct distance and technique for Backstroke.</p> <p>Confidently Use an aid to perform rescues</p>	<p><u>Badminton /</u> <u>Volleyball /</u></p> <p>Skills covered: Development of:</p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</p> <p>Assessment points: Demonstrate the range of skills learnt with increased levels of confidence, accuracy and precision, as well as being able to adapt to different situations.</p> <p>Confidently understand the different roles within the sports.</p>		
Music	<u>Fanfares</u>	<u>Reggae</u>	<u>Film Music</u>	<u>Chinese Music</u>	<u>4-chord</u>	<u>Introduction to</u>



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	<p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Perform full fanfare with notation</p>	<p>Skills covered: Performing Reviewing</p> <p>Assessment points: Perform Reggae-pop song in a small ensemble</p>	<p>Skills covered: Composing and reviewing</p> <p>Assessment points: Create leitmotif for film character</p>	<p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Composing and performing using the pentatonic scale using glockenspiels.</p>	<p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Notate chords using software</p>	<p><u>Music Software</u></p> <p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Orchestrate and notate chords using software</p>
Drama	<p><u>Greek Theatre</u></p> <p>Skills covered: Narrative structure of a Greek Tragedy. Chorus Tragic hero Choral Speaking Mime Exaggeration</p> <p>Assessment points: Group performance of a Greek Tragedy.</p>	<p><u>Let him have it</u></p> <p>Skills covered: Non-naturalistic techniques including. cross cutting and marking the moment. Forum theatre. Music as stimulus. Emphasis on empathy.</p> <p>Assessment points:</p>	<p><u>Script Extracts</u></p> <p>Skills covered: Characterisation: objectives and motivation. Inference Proxemics Monologues Shakespeare</p> <p>Assessment points: Group performance of script extract.</p>	<p><u>Melodrama</u></p> <p>Skills covered: Exaggeration Mime Essence Machine Comedic timing Timing to music Stereotypes</p> <p>Assessment points: Group melodrama performance.</p>	<p><u>Theatre Practitioners</u></p> <p>Skills covered: History of fundamental practitioners. Practitioners' concepts. Applying a variety of practices to own work. Naturalism Non-naturalism</p> <p>Assessment points: Choosing a practitioner and</p>	<p><u>Working from stimuli: Devising</u></p> <p>Skills covered: Theatre practitioners Devising methods Collaboration Working from stimuli: imagination and resourcefulness Non-naturalistic vs. Naturalistic theatre Directing</p> <p>Assessment points: Devising and</p>



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		Devised group performance using music as stimulus.	Option to perform a monologue instead.		applying their practices to a given scene	presenting group performance from set stimuli.
Art	<p><u>Aboriginal Art (drawing) Flora and Forna</u></p> <p>Skills covered: Shading and value (dry media – charcoal, pencil etc). Pointillism drawing style techniques. Observational drawing</p> <p>Assessment points: to produce simple aboriginal drawing</p> <p>Artists reference: Rover Thomas</p>	<p><u>Aboriginal Art (painting) Flora and Fauna</u></p> <p>Skills covered: Pointillism painting style techniques using paint brush. Acrylic colour mixing techniques.</p> <p>Assessment points: to produce simple aboriginal drawing</p> <p>Artists reference: Rover Thomas</p>	<p><u>Traditional Wood carving Flora motive</u></p> <p>Skills covered: Observational drawing idea sketches final design drawing and final rendering</p> <p>Assessment points: to produce simple final wood carving design</p> <p>Artists reference: Wan Mustafa Wan Su</p>	<p><u>Traditional Wood carving Carving process</u></p> <p>Skills covered: wood carving tools skills quality control safety during lesson</p> <p>Assessment points: to produce simple relief wood carving craft</p> <p>Artists reference: Wan Mustafa Wan Su</p>	<p><u>Textile Batik design Theme: 'Ulek Mayang' dance</u></p> <p>Skills covered: figure drawing observational drawing final design ideas rendering and painting process</p> <p>Assessment points: to produce simple batik design</p> <p>Artists reference: Datuk Chuah Thean Teng</p>	<p><u>Textile Batik design Theme: 'Ulek Mayang' dance</u></p> <p>Skills covered: 'Canting' process. Painting process. Drying and colour. Fixing process.</p> <p>Assessment points: to produce simple batik 'canting craft'</p> <p>Artists reference: Datuk Chuah Thean Teng</p>