



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 style="text-align: center;"><u>Fiction</u> <u>Novel: 'Private Peaceful' by Michael Morpurgo</u></p> <p>Skills: 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: Formative 1: PEA paragraph on Grandma Wolf Week 4-5 Formative 2:</p>	<p style="text-align: center;"><u>Fiction</u> <u>Heroes and Villians 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 style="text-align: center;"><u>Fiction/Non-Fiction</u> <u>Relationships</u> <u>Poetry</u></p> <p>Skills: 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 : Pupils will write an analytical response on the following question: 'How does the poet explore the parent</p>	<p style="text-align: center;"><u>Fiction:</u> <u>Recreations Writing based on the end of the world</u></p> <p>Skills: 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: Students will craft the beginning of a</p>	<p style="text-align: center;"><u>Fiction</u> <u>Play 'An Inspector Calls' by JB Priestley</u></p> <p>Skills: 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:: Students will develop</p>	<p style="text-align: center;"><u>Travel Writing</u> <u>Writing to Describe</u></p> <p>Skills: Writing Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts Select and develop content and use register and language appropriate to genre, purpose and audience.</p> <p>Assessment : Students will produce a convincing, descriptive piece of writing for a travel magazine/agency. Week 4-5</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>Assessment:</p> <p>Reading: 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>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>short story using 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>	
Maths	<p><u>Number and calculation</u> <u>1</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Integers • Squares, cube, 	<p><u>Length, mass and capacity</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Units of measure 	<p><u>Fractions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Add, subtract, multiply and divide fraction 	<p><u>Fractions and decimals</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Ordering decimals • Decimal 	<p><u>Fractions, decimals and percentage</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Equivalent fractions, percentages 	<p><u>Ratio and proportion</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Ratio • proportion



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	<p>roots and indices</p> <ul style="list-style-type: none"> • Factors • Mental strategies <p>Assessment point : Number property</p> <p><u>Expressions and functions</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Simplifying and expanding • Functions • Expressions <p>Assessment point : Expansion</p> <p><u>Shapes and mathematical drawings</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Construction • Bisector • Congruence and symmetry <p>Assessments point : Construction</p>	<ul style="list-style-type: none"> • Area, volume and capacity(unit) • Imperial units <p>Assessments point : Measurement</p> <p><u>Numbers and calculation 2</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Rounding • Decimals- multiply, divide, add and subtract <p>Assessments point : Number property</p> <p><u>Collecting and processing data</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Types of data • Two-way table • Averages 	<ul style="list-style-type: none"> • Order of operation in fraction <p>Assessments point : Fractions operation</p> <p><u>Expressions, equations and formulae</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Linear equation (solving) • Substitutions • formulae <p>Assessments point : Algebra property</p> <p><u>Geometry</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • All about angles • Types of angles and properties <p>Assessments point : Property</p>	<p>operation</p> <ul style="list-style-type: none"> • Fraction and decimal relation <p>Assessments point : Decimal property</p> <p><u>Times and rates of change(graphs)</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • plotting point graphs • interpreting graphs • drawing graphs <p>Assessments point : Real life graph</p> <p><u>Presenting data and interpreting results</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Line charts • Histograms • Stems and leaf <p>Assessments point : Graphs</p>	<p>and decimal</p> <ul style="list-style-type: none"> • percentage increase and decrease <p>Assessments point : Percentage</p> <p><u>Sequences, functions and graphs</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • rules of sequences • the nth term • linear graphs <p>Assessments point : Nth term</p> <p><u>Transformation</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • All type of transformations • Scale drawing <p>Assessment point : Transformations</p>	<p>Assessment point: Word problems</p> <p><u>Area, perimeter and volume</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • surface area • volume • perimeter (2D and 3D shapes) <p>Assessment point : Area and volume</p> <p><u>Probability</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Idea of probability • Experimental probability <p>Assessment point : Probability</p>
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		and ranges Assessments point : Data				
Science	<p><u>Plants and animal nutrition (diet & digestion)</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Importance of plants ● Transporting water and minerals in plants ● Nutrients ● A balanced diet ● Human digestive system ● Enzymes <p>Experiments:</p> <ul style="list-style-type: none"> ● stomata ● food test <p>Assessment point: Topical questions</p> <p><u>Elements, mixtures and compounds (states of matter)</u></p>	<p><u>Forces</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Speed ● Movements ● Distance-time graph <p>Experiments:</p> <ul style="list-style-type: none"> ● measuring speed <p>Assessment point: Checkpoint Questions</p> <p><u>Magnetism</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Magnets and magnetic materials ● Electromagnet ● Electric current <p>Experiments:</p>	<p><u>Transport in animals (circulation & respiration)</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Human circulatory system ● The heart ● Blood vessel ● Human respiratory system ● respiration and gas exchange ● Smoking and lung damage <p>Experiments:</p> <ul style="list-style-type: none"> ● air from your lungs ● smoking effect <p>Assessment point: Topical questions</p>	<p><u>Elements, mixtures and compounds (material properties)</u></p> <ul style="list-style-type: none"> ● Atoms and elements ● The Periodic Table ● Compounds ● Formulae ● Separating mixture ● Solubility <p>Experiments:</p> <ul style="list-style-type: none"> ● Is water an element? ● Electrical conductivity <p>Assessment point: Topical questions</p> <p><u>Sound</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Vibrations ● How sound travels 	<p><u>Reproduction and Growth</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Gametes ● Human reproductive system ● Fetal development ● Drugs and diseases <p>Experiments:</p> <ul style="list-style-type: none"> ● measuring height <p>Assessment point: Topical questions</p> <p><u>Chemical Reactions & Metals and Non-metals (material changes)</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> ● Metals and non-metals ● Chemical reactions ● Word equations ● Physical and chemical change 	<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>Experiments:</p> <ul style="list-style-type: none"> ● reflection ● mixing colours of light <p>Assessment point: Checkpoint questions</p>



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	<p><i>Skills covered:</i></p> <ul style="list-style-type: none"> ● Particle theory ● Changes of state ● Diffusion ● Density ● Gas pressure <p><i>Experiments:</i></p> <p>-None</p> <p><i>Assessment point:</i></p> <p>Topical questions</p>	<ul style="list-style-type: none"> ● magnetise a paper clip ● magnetic field ● electromagnet <p><i>Assessment point:</i></p> <p>Checkpoint questions</p>		<ul style="list-style-type: none"> ● Sounds on a screen ● How we hear <p><i>Experiments:</i></p> <ul style="list-style-type: none"> ● how sound travels ● tuning forks <p><i>Assessment point:</i></p> <p>Checkpoint questions</p>	<ul style="list-style-type: none"> ● Burning/ combustion ● Corrosion ● Reactions with acids ● Rusting <p><i>Experiments:</i></p> <ul style="list-style-type: none"> ● burning of magnesium ● reactions of acids ● testing gases ● burning iron with sulfur ● testing gases ● rusting <p><i>Assessment point:</i></p> <p>Topical questions</p>	
Advanced Mandarin	<p>Describing language</p> <p>Skill Covered:</p> <p style="padding-left: 20px;">Reading Writing</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Write an outline to describe a person</p> <p style="padding-left: 20px;">Write a story using describing technique</p>	<p>Flash back</p> <p>Skill Covered:</p> <p style="padding-left: 20px;">Reading Writing</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Distinguish the difference between Narrative and</p>	<p>Scenery Writing</p> <p>Skill Covered:</p> <p style="padding-left: 20px;">Reading Writing</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Write a short text about 40 characters on describe scenery</p>	<p>Legend</p> <p>Skill Covered</p> <p style="padding-left: 20px;">Reading Writing</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Create a legend piece of work in power point slide</p>	<p>Expository writing</p> <p>Skill Covered:</p> <p style="padding-left: 20px;">Reading Writing</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Write an expository essay by using the key words</p> <p style="padding-left: 20px;">Write the difference</p>	<p>Fiction</p> <p>Skill Covered</p> <p style="padding-left: 20px;">Reading Writng</p> <p>Assessment Points:</p> <p style="padding-left: 20px;">Write the key vocabulary for fiction writing</p>



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	for scenary	flash back writing Use the flash back phrases to complete a story	Extract the key vocabulary for scenery to build essay	Complete the legend story writing	between expository and narrative wrtiing	Compose a short text around 80 characters using the technique
Intermediat e Mandarin	<p><u>Use position to introduce house layout</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment point: Spot the difference and identify the house layout.</p> <p>Speaking test: Introduce your house layout design.</p> <p>Introduce your house(80-150 words)</p>	<p><u>My room</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment point: Label the difference furniture</p> <p>Match the measure words with the furniture</p> <p>Describe the your room using given (phrases/ sentences)</p>	<p><u>Three meals</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment point: Categorize the food to Chinese food, Western food and Fast food.</p> <p>Use 'like', 'eat', 'drink' to build the sentence</p> <p>Write a short text about your favourite meals</p>	<p><u>Weather</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment point: Label the difference weather</p> <p>Speaking test: Weather forecast</p> <p>Describe the weather by given (in phrases/ sentences)</p>	<p><u>Sickness</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment point: Label the body part</p> <p>Speaking test: role play doctor and patient</p> <p>Write a short description about your sickness</p>	<p><u>Describe your pets</u></p> <p>Skill covered: Speaking Listening Reading Writing</p> <p>Assessment Point: Label the pets</p> <p>Use adjective to describe your pets</p> <p>Write a short description on your pets</p>



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Bahasa	<p>Keluarga Kreatif</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>membina ayat dengan perkataan yang diberi</p>	<p>Pelajar Cemerlang</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Membentangkan kerja berdasarkan tajuk</p>	<p>Pelajar cemerlang</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p>Assessment</p> <p>Menulis karangan berformat berdasarkan tajuk</p>	<p>Cerpen dendam</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan berlakon</p> <p>Assessment</p> <p>Penulisan – menulis karangan dengan format dan gaya Bahasa yang tepat</p>	<p>Dunia Semakin Canggih</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Pelbagai jenis kata</p>	<p>Pengangkutan Alam ini</p> <p>Skills</p> <p>Kemahiran mendengar, bertutur, membaca, menulis dan membuat pembentangan</p> <p>Assessment</p> <p>Mengenalpasti pelbagai jenis ayat</p>
History	<p><u><i>The Chartists/ Growth of Democracy</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> • Essay writing Source analysis <p>Assessment points:</p>	<p><u><i>Votes for women</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> • Essay writing Source analysis <p>Assessment points:</p> <p>Source Analysis 1 –</p>	<p><u><i>Causes of WWI</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> • Essay writing Source analysis <p>Assessment points:</p> <p>PEEL Paragraph 1 –</p>	<p><u><i>WWI depth study</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> Inference Justifying an answer Essay writing <p>Assessment points:</p>	<p><u><i>Rise of Hitler</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> Inference Justifying an answer Essay writing <p>Assessment points:</p>	<p><u><i>Life in Nazi Germany</i></u></p> <p><i>Skills covered:</i></p> <ul style="list-style-type: none"> Inference Justifying an answer Essay writing <p>Assessment points:</p>



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	<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>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>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>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>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>Why was this source produced?</p> <p>How useful is this source?</p> <p>Source Assessment – 3 different types of source question</p>
<p>Geography</p>	<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:</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 	<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>AO2: Compare the</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>AO2: Analyse the population distribution in China</p>	<p><u>Resources & The Environment</u></p> <p>Skills covered:</p> <p>AO1 Identify sources of pollution, describe the impacts of pollution on the environment.</p> <p>AO2 Analyse solutions to making industry and</p>	<p><u>Kenya</u></p> <p>AO1 Define key terms and explain Kenya’s links with Asia and the world</p> <p>AO2: Analyse Kenya’s population distribution</p> <p>Assessment points:</p>



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	<p>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>change 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>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>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>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>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>
Business	<p><u>Marketing</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p>	<p><u>Marketing</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis</p>	<p><u>Social costs and benefits</u></p> <p>Skills covered: AO1: Knowledge And Understanding</p>	<p><u>Sustainable Energy</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application AO3: Analysis AO4:</p>	<p><u>Selection and recruitment</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application</p>	<p><u>Selection and recruitment</u></p> <p>Skills covered: AO1: Knowledge And Understanding AO2: Application</p>



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	<p>Assessment points:</p> <p>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>Assessment points:</p> <p>Produce a slogan for the chocolate product</p> <p>Advertisement for the new product</p> <p>Presentation of a new chocolate bar</p>	<p>AO2: Application</p> <p>Assessment points:</p> <p>List of social costs and benefits to a company</p> <p>Complete the Bitesize quiz</p> <p>Letter to Head of school on possible suggestions of land use and how it can improve the school</p>	<p>Evaluation</p> <p>Assessment points:</p> <p>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>AO3: Analysis</p> <p>Assessment points:</p> <p>Mind map of personal skills</p> <p>Complete a CV</p> <p>Design a job advertisement for your chosen job</p>	<p>AO3: Analysis AO4: Evaluation</p> <p>Assessment points:</p> <p>Completion of application form</p> <p>Design a Job Description for a particular position</p> <p>Role play an interview</p>
ICT	<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 	<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 	<p><u>Modelling.</u></p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Managing workbooks and worksheets • Advanced formatting • Documenting 	<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. 	<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 	<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.



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	<p>the report</p> <p>Assessment points: Gather information on a given topics</p>	<p>publisher can be used to create web pages</p> <ul style="list-style-type: none"> • 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>and auditing</p> <p>Assessment points: Complete an exercise given in excel and google sheets</p>	<ul style="list-style-type: none"> • Filters and queries <p>Assessment points: Complete an exercise given in Access</p>	<p>control systems.</p> <p>Assessment points: Design a simple system</p>	<p>Assessment points: Creating a presentation of safety issues campaign</p>
ART	<p><u>Aboriginal Art (drawing) Flora and Forna</u></p> <p><i>Skill covered:</i> Shading and value (dry media – charcoal, pencil etc). Pointillism drawing style techniques. Observational drawing</p>	<p><u>Aboriginal Art (painting) Flora and Forna</u></p> <p><i>Skill covered:</i> Pointillism painting style techniques using paint brush. Acrylic colour mixing techniques.</p>	<p><u>Egyptian Wall Painting</u></p> <p><i>Skill covered:</i> Cultural research Composition Painting</p> <p>Assessment point: to design an</p>	<p><u>Egyptian Wall Painting</u></p> <p><i>Skill covered:</i> Cultural research Composition Painting</p> <p>Assessment point: To create the Egyptian wall</p>	<p><u>Production: Designing and Making for the Theatre</u></p> <p><i>Skill covered:</i> Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship</p>	<p><u>Production: Designing and Making for the Theatre</u></p> <p><i>Skill covered:</i> Birds Eye View Drawing Mood board making Proportions Aesthetic vision Craftsmanship</p>



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	<p>Assessment point : to produce simple aboriginal drawing</p> <p>Artists reference : Rover Thomas</p>	<p>Assessment point : to produce simple aboriginal drawing</p> <p>Artists reference : Rover Thomas</p>	<p>Egyptian wall artwork</p> <p>Artists reference: Ghada Amer</p>	<p>artwork</p> <p>Artists reference: Ghada Amer</p>	<p>Painting</p> <p>Assessment point: to create props and set for the production</p>	<p>Painting</p> <p>Assessment point: to create props and set for the production</p>
<p>Music</p>	<p><u>Fanfares</u></p> <p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Perform full fanfare with notation</p>	<p><u>Reggae</u></p> <p>Skills covered: Performing Reviewing</p> <p>Assessment points: Perform Reggae-pop song in a small ensemble</p>	<p><u>Film Music</u></p> <p>Skills covered: Composing and reviewing</p> <p>Assessment points: Create leitmotif for film character</p>	<p><u>Chinese Music</u></p> <p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Composing and performing using the pentatonic scale using glockenspiels.</p>	<p><u>4-chord</u></p> <p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Notate chords using software</p>	<p><u>Introduction to Music Software</u></p> <p>Skills covered: Composing listening, Notation</p> <p>Assessment points: Orchestrate and notate chords using software</p>
<p>ISLAMIC STUDIES</p>	<p><u>Tawheed</u></p> <p>Believe that Allah is One, Supreme and nothing is like Him.</p>	<p><u>Taharah</u></p> <p>The importance of cleanliness in Islam – Istinja’</p>	<p><u>Surah Al-Zalzalah</u></p> <p>The meaning of the surah.</p> <p>Verse 3 – verse 4</p>	<p><u>Ramadhan Al Mubarak</u></p> <p>The importance of this special holy</p>	<p><u>Lying, gossiping & backbiting</u></p> <p>One of the worst habits, all Muslims must avoid doing in</p>	<p><u>Haj</u></p> <p>One of the five pillars of Islam – the rules in performing haj.</p>



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	<p><i>The 20 essential attributes of Allah.</i></p> <p><i>Learn attributes 1-5.</i></p> <p><u>Surah Al-Ikhlās</u></p> <p><i>The meaning of the surah.</i></p> <p><i>Verse 3 – verse 4</i></p> <p><i>(Revise Verses 1 & 2)</i></p> <p><u>Ar-Risalah (The Prophets)</u></p> <p><i>The names of 25 prophets and their related stories.</i></p> <p><i>Prophet Abraham – Prophet Jacob.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous</p>	<p><u>Surah An-Nas</u></p> <p><i>The meaning of the surah.</i></p> <p><i>Verse 3 – verse 4</i></p> <p><i>(Revise Verses 1 & 2)</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p>	<p><i>(Revise Verses 1 & 2)</i></p> <p><u>Performing Salah</u></p> <p><i>Reciting simple surah during prayers.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments</p>	<p><i>month to Muslims.</i></p> <p><u>Fasting</u></p> <p><i>Observe the do’s and don’ts during fasting month.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p>	<p><i>their lives.</i></p> <p><i>Meaning and examples of backbiting.</i></p> <p><u>Zakah</u></p> <p><i>The types of zakah available for Muslims to contribute.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous Assessments</p>	<p><u>Prophet Adam as</u></p> <p><i>To re-visit how Allah swt created the first man and how he was sent down to the Earth from the Paradise.</i></p> <p>Skills</p> <p>Thinking, reading, writing, listening, speaking</p> <p>Continuous</p>
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	<p>Assessments</p> <ol style="list-style-type: none"> Written assessment on Surah Al-Ikhlās. Memorising and reciting Surah Al-Ikhlās. Verbal quizzes. Writing the important story related to the five prophets. 	<p>Continuous Assessments</p> <ol style="list-style-type: none"> Fill in the blanks – keywords. Memorising and reciting Surah An-Nas. Practical assessment – performing istinja’ 	<ol style="list-style-type: none"> Memorising and reciting Surah Al-Zalzalah. Verbal assessment of reciting simple surah during prayers. 	<p>Continuous Assessments</p> <ol style="list-style-type: none"> Written assessment on the do’s and don’ts during Ramadhan holy month. 	<ol style="list-style-type: none"> Verbal quizzes on lying gossiping & backbiting. Fill in the blanks – the importance of zakah. 	<p>Assessments</p> <ol style="list-style-type: none"> Written assessments on rules on performing haj. Quizzes on the history of Prophets Adam.
PSHE/MORAL	<p>Patriotism</p> <p>Topic: <i>Love for country</i></p> <p>Skill: Be an active citizen. Actively demonstrate</p>	<p>Patriotism</p> <p>Topic: <i>Sacrifice for country</i></p> <p>Skill: Being thankful</p>	<p>Human rights</p> <p>Topic: <i>Protect rights of children</i></p> <p>Skill: Children's rights</p>	<p>Human rights</p> <p>Topic: <i>Protect rights of employee.</i></p> <p>Skill: Action and making</p>	<p>Democracy</p> <p>Topic: <i>Obey to rules and regulations</i></p> <p>Skill: <i>Rules</i> refer to set <i>guidelines</i> which have</p>	<p>Democracy</p> <p>Topic: <i>Involvement in country development</i></p> <p>Skill: The term county</p>



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	<p>love for <i>the country</i> by being part of its political process. Encourage family and friends to love their <i>country</i>. Grow their national pride so they will have respect someday as a citizen.</p> <p style="text-align: center;">Responsible</p>	<p>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>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>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>been put in place in different <i>countries</i> & communities and have been accepted by all. apart from facing the consequences of breaking <i>rules</i> sometimes many people <i>obey rules</i> for their own safety.</p> <p style="text-align: center;">Hardworking</p>	<p>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>
SEJARAH	<p>The fight for Independence</p> <p>Skills covered : Reading, writing, listening, speaking, presentation Assessment : Project work</p>	<p>The fight for Independence</p> <p>Skills covered : Reading, writing, listening, speaking, presentation</p>	<p>Tokoh tokoh (Heroes) in Malaysia</p> <p>Skills covered : Reading, writing, listening, speaking, presentation</p>	<p>Tokoh tokoh (Heroes) in Malaysia</p> <p>Skills covered : Reading, writing, listening, speaking, presentation Assessment : Project</p>	<p>The Administrative Ministry</p> <p>Skills covered : Reading, writing, listening, speaking, presentation Assessment : Project</p>	<p>The Administrative Ministry</p> <p>Skills covered : Reading, writing, listening, speaking, presentation</p>



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		Assessment : Project work	Assessment : Project work	work	work	Assessment : Project work
PE	<p><u>Invasion Games</u></p> <p><u>Football</u></p> <p>Skills covered: Development of:</p> <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</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: Development of fitness Components of:</p> <p><i>Power</i></p> <p><i>Coordination,</i></p> <p><i>Reaction time,</i></p> <p><i>Agility,</i></p> <p><i>Balance,</i></p> <p><i>Speed,</i></p> <p><i>Strength,</i></p> <p><i>Flexibility</i></p> <p><i>Stamina</i></p> <p>Assessment points:</p> <p>Improved test results from</p>	<p><u>Aquatics</u></p> <p><u>Swimming</u></p> <p>Skills covered: Level D3 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><u>Invasion Games</u></p> <p><u>Basketball / Netball</u></p> <p>Skills covered: Development of</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><u>Dance & Gymnastics</u></p> <p>Skills covered: Introduction</p> <p>Jumping/ Bouncing 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</p>	<p><u>Striking and Fielding</u></p> <p><u>Cricket / Rounders</u></p> <p>Skills covered: Development of</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>understand the different roles within the sports.</p>	<p>beginning and start of unit.</p> <p>Understand what types of fitness are suited to specific games</p>	<p>Consistently demonstrate correct distance and technique for Freestyle.</p> <p>Consistently demonstrate correct distance and technique for Backstroke.</p> <p>Confidently Use an aid to perform rescues</p>	<p>Confidently understand the different roles within the sports.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton /</u> <u>Volleyball /</u></p> <p>Skills covered:</p> <p>Development of:</p> <p>Grip, serve. Clear shots. Drop shots, creating space. Net shots. Smash shot, attack.</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</p>	<p>all times, can lift carry and place mats safely</p>	
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				<p>situations.</p> <p>Confidently understand the different roles within the sports.</p>		
Drama	<p><u>Greek Theatre</u></p> <p><i>Skills covered:</i> Narrative structure of a Greek Tragedy. Chorus Tragic hero Choral Speaking Mime Exaggeration</p> <p><i>Assessment points:</i> Group performance of a Greek Tragedy.</p>	<p><u>Let him have it</u></p> <p><i>Skills covered:</i> Non-naturalistic techniques inc. cross cutting and marking the moment. Forum theatre. Music as stimulus. Emphasis on empathy.</p> <p><i>Assessment points:</i> Devised group performance using music as stimulus.</p>	<p><u>Script Extracts</u></p> <p><i>Skills covered:</i> Characterisation: objectives and motivation. Inference Proxemics Monologues Shakespeare</p> <p><i>Assessment points:</i> Group performance of script extract.</p>	<p><u>Melodrama</u></p> <p><i>Skills covered:</i> Exaggeration Mime Essence Machine Comedic timing Timing to music Stereotypes</p> <p><i>Assessment points:</i> Group melodrama performance.</p>	<p><u>Production</u></p> <p><i>Skills covered:</i> Working from a stimulus Script memorising Articulation Projection Spatial awareness Using props Collaboration</p> <p><i>Assessment points:</i> To memorise lines and movements. To rehearse and perform as a team.</p>	<p><u>Production</u></p> <p><i>Skills covered:</i> Bring together all skills learnt during preparation for end of year production. Collaboration. Performance professionalism.</p> <p><i>Assessments:</i> Performance.</p>
EAL	<u>Out and about</u>	<u>This is me</u>	<u>Fit and healthy</u>	<u>A question of taste</u>	<u>Conserving nature</u>	<u>What did you say?</u>



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	<p><u>Skills:</u> <u>Identify text purposes, identify parallel expressions, will and going to, talk about extreme weather, differentiate between too and enough, compound words</u></p> <p><u>Assessment:</u> <u>Describe future climates, giving and asking for reasons and preferences</u></p>	<p><u>Skills:</u> <u>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</u></p> <p><u>Assessment:</u> <u>Ask general questions about life coaches, use phrasal verbs to rewrite sentences</u></p>	<p><u>Skills:</u> <u>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</u></p> <p><u>Assessment:</u> <u>Identify and listen for agreement, disagreement and decision making.</u></p>	<p><u>Skills:</u> <u>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.</u></p> <p><u>Assessment:</u> <u>Write a list of commands to help the guests in a dark restaurant</u></p>	<p><u>Skills:</u> <u>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</u></p> <p><u>Assessment:</u> <u>Group the noun forms of the verbs into the right categories and explain the definitions</u></p>	<p><u>Skills:</u> <u>Discuss about different ways of communicating a message, listening (Web challenge competition), slang words, reported speech and commands, indirect questions and reported questions</u></p> <p><u>Assessment:</u> <u>Rewrite the instructions given</u></p>
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