

SCHEME OF WORK

For Mathematics

Year 8



TERM	TOPICS
1	Sequences Functions and Graphs Proportional reasoning Solving Equations Geometrical reasoning Handling Data Assessment Test
2	Perimeter, Area and Volume Number Calculations Graphs and Functions Probability Transformation and Congruence Assessment Test
3	Equations, Functions and Formulae Statistics Probability Trigonometry and Pythagoras theorem Algebra basics Secondary 1 Checkpoint Test (April) Cambridge Secondary 1 Progression Test stage 9

SCHEME OF WORK

for Sports
 Year 6 to 10



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- rules during sports lessons and expected behaviour in the changing room
- how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.)

TERM	TOPICS
1	<p>Invasion games Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Competitive invasion and striking games, (football, basketball, flag rugby, etc.) using techniques that suit the game. • Using the basic fundamentals of the game, showing good sportsmanship at all times. • Respond positively to the changing conditions and situations of the games. <p>Gymnastics and Apparatus Gymnastics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Create and perform complex sequences on the floor and using small and large apparatus. • Use techniques and movement combinations in different gymnastic styles. • Use compositional principles when designing their sequences (for example, changes in level, speed, direction, and relationships with apparatus and partners.)
2	<p>Net and striking games Pupils are expected to participate in:</p>

	<ul style="list-style-type: none"> • Competitive net games (volleyball, netball, badminton, baseball, hockey, etc.) • Use the principles of attack and defense when planning and implementing complex team strategies.
3	<p>Athletics Pupils are expected to participate in:</p> <ul style="list-style-type: none"> • Set and meet personal and groups targets in a range of athletics events, challenges and competitions. • Use a range of running, jumping and throwing techniques, singly and in combination, with precision, speed, power or stamina. <p>Orienteering</p> <ul style="list-style-type: none"> • Use a range of orienteering and problem solving skills and techniques in these challenges. • Identify the roles and responsibilities of individuals within a group when planning orienteering strategies. • Meet challenges in outdoor activities and journeys (weather permitting).

SCHEME OF WORK

For Art
 Year 8



TERM	TOPICS
1	<p>Objects and Viewpoints. In this unit, pupils explore familiar objects from different view points as the starting point for their work. Using space, tone, shape and angles to show objects in relation to each other. Drawing man-made and natural objects. Learn about interlocking shapes and surfaces of objects. Using positive and negative shapes, fragmented, interlocking shapes, ambiguous space, representation, style and convention in relation to each other. What is a still life? Discuss arrangement and composition. Learn about drawing shapes and positive and negative space. Look at Cubist artists. Discuss cubist work. Apply techniques learned from the different movements to do with lighting and composition. Using space, tone, shape and angles to show objects in relation to each other. Drawing man-made and natural objects. Apply techniques learned from the different movements to do with lighting and composition.</p>
2	<p>Animating art. In this unit, pupils explore the use of the moving image to communicate ideas about particular genres or styles of art. Pupils will discuss what animation actually means? We will analyze paintings, films, cartoons, illustrations, digital images, photographs, and images from contemporary visual culture. Looking at symbolism and how symbols and composition are used to evoke feelings in the viewer. How do you use the techniques to guide the viewer through the story? Experiment further with different methods and techniques and will compare and comment on ideas, methods and approaches used in their own and others' work. Sketching and discussing ideas throughout the unit.</p>

3	<p>Shared view. Students will look at their locality and see how there are shared opinions on certain aspects of life and how there are prejudices in collective mentality and how these views can differ and effect society. Looking at artists who used natural and man-made materials in a symbolic way to represent their ideas about their environment. Different movements and how they have approached the subject in various ways. Rural and/or urban landscape as a starting point for two-dimensional work. (Land art / Minimalism) Looking at composition and colour to make preliminary sketches for paintings of landscape. Looking at symbols and how they can be used to represent opinions of their environment. Adapt and improve work to realize intentions. Compare approaches. Group critique discussion in class about the art works in class. Make final amendments to their work. Have learner achieved their goal? Finishing the work.</p>
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SCHEME OF WORK

for **Biology**

Year **8**



TERM	TOPICS
1	<p>Evolution: Use and construct keys to identify plants and animals. Explain the model food chains, food web and energy flow. Role of decomposers in the food chain. Adaptation to the surroundings, day and night and seasons. Positive and negative influence of humans on environment. Renewable energy.</p> <p>Inheritance: Inheritance of characteristics from parents through genetic material. How is the genetic material passed on from parent to the offspring. Selective breeding. Darwin’s theory of natural selection.</p> <p>Respiratory system: Reviewing respiratory system and exchange of gases. Effects of smoking. Difference between respiration and breathing. Discuss the effects of drugs and diseases on health and growth.</p> <p>Assessment test</p>
2	<p>Transport and distribution of materials in plants: Describe the transport of water and mineral salts in flowering plants.</p> <p>Photosynthesis and plant growth: Define and describe photosynthesis and the use of word equation. Revisit the leaf structure and how it is adapted for photosynthesis. Importance of water and minerals on the growth of plant. Rate of photosynthesis.</p> <p>Sexual reproduction in flowering plants: Review the functions of the flowers. Identify the positions of functions of the reproductive parts. Pollination and fertilisation. Seed formation and dispersal. Life cycle of a flowering plant.</p>

	Assessment test
3	<p>Microorganisms and diseases: Range of infectious diseases and how they are transmitted.</p> <p>Digestive system: Reviewing the digestive system and the process. Effect of various enzymes as biological catalyst in breaking down of food.</p> <p>Diet and fitness: Balanced diet. Need of various constituents including water, vitamins, fibres and minerals. Nutritional deficiency and diseases.</p> <p>Cambridge Secondary 1 Checkpoint Test Science in April</p> <p>Cambridge Secondary 1 Progression Test Stage 9 end of school year</p>

SCHEME OF WORK

for Chemistry

Year 8



TERM	TOPICS
1	<p><u>Chemical Reactions</u></p> <p>In this unit, pupils build on their previous knowledge of mixtures, compounds, metals and corrosion to develop their knowledge of</p> <ul style="list-style-type: none"> • Some common compounds including oxides, hydroxides, chlorides, sulphates and carbonates. • Using word equations to describe a reaction. <p><u>Reactivity and Rates of Reaction</u></p> <p>In this unit, pupils build on their previous knowledge of chemical reactions to develop their knowledge of</p> <ul style="list-style-type: none"> • The reactivity series of metals with oxygen, water and dilute acids. • Displacement reactions. • The effects of concentration, particle size, temperature and catalysts on the rate of a reaction.
2	<p><u>Chemicals and Thermal Energy</u></p> <p>In this unit, pupils build on their previous knowledge of chemical reaction and energy transfers to develop their knowledge of</p> <ul style="list-style-type: none"> • Endothermic processes and exothermic reactions. • The thermal (heat) energy transfer processes of conduction, convection and radiation. • Cooling by evaporation.

3	<p><u>The Earth and Beyond</u></p> <p>In this unit, pupils build on their previous knowledge of the Earth and Space and develop their ideas on</p> <ul style="list-style-type: none">• The different type of rocks and soils.• Simple models of the internal structure of the Earth.• Fossils and the fossil record as a guide to estimating the age of the Earth.• How the movement of the Earth causes the apparent daily and annual movement of the Sun and the stars.• The relative positions and movement of the planets and the Sun in the solar system.• The impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists.• The Sun and other stars as sources of light, and that planets and other bodies are seen by reflected light.
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SCHEME OF WORK

for English
 Year 8



TERM	TOPICS
1	<p>Learning objective: to begin to use formal and informal language for specific purpose.</p> <p>Genre: Fiction and Poetry.</p> <p>Political novels, stories with social issues. Myths and legends from around the world.</p> <p>Recognize implied meaning, expression of opinion, inference of character, meaning contained in imagery.</p> <p>Discover new strategies to analyse layers of meaning.</p> <p>Learning outcome: to understand the significance and importance of conventional standard English and the ways in which writers use it.</p> <p>Assessment test</p>
2	<p>Learning objective: to begin to use formal and informal language for specific purpose.</p> <p>Genre: Non-Fiction</p> <p>Style and use of language: Stylistic devices that evoke emotion and pictorial imagery. Compare the language, style and impact of a range of non-fiction writing.</p> <p>Travel writing, advertising copy, letters, diary accounts, reports and leaflets.</p> <p>Learning outcome: to understand the significance and importance of conventional standard English and the ways in which writers use it.</p> <p>Assessment test</p>

3	<p>Learning objective: to develop precise, perceptive analysis using a wide range of well-crafted sentences.</p> <p>Genre: Fiction and Poetry.</p> <p>Dialogue with dialect.</p> <p>Cultural traditions expressed through different mediums.</p> <p>Analyse structures of poetical form. Contemporary biography, letters, diaries, news websites.</p> <p>Differentiate between formal and informal styles of writing and their use.</p> <p>Learning outcome: to be able to deploy a range of formal and informal styles to enhance and emphasize meaning.</p> <p>Cambridge Secondary 1 Checkpoint Test in April</p> <p>Cambridge Secondary 1 Progression Test stage 9 at the end of the school year</p>
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SCHEME OF WORK

for German First Language

Year 8



TERM	TOPICS
1	<p>Thema 1: Mit einem Sachtext arbeiten. Einen Standpunkt einnehmen und Meinungen erarbeiten. Eine Diskussion analysieren – Einen Kommentar zu einem Thema verfassen.</p> <p>Thema 2: Informationen zu einem Thema ordnen, veranschaulichen und repräsentieren. Eine Vorgangsbeschreibung schreiben. Ein Referat vorbereiten und halten.</p> <p>Thema 3: Friedrich Schiller – Wilhelm Tell. Ein Drama und sein Dichter. Dramentheoretische Fachbegriffe kennen lernen und anwenden. Dramenfiguren charakterisieren. Dramatische Szenen untersuchen.</p> <p>Werkstatt Sprache: Richtig schreiben</p> <p>Assessment Test</p>
2	<p>Thema 4: Bildern und Texten begegnen. Personen charakterisieren. Bilder und Situationen beschreiben, Personen charakterisieren. Die Wirkung von Bildern und Texten untersuchen, Eindrücke schildern.</p> <p>Werkstatt Sprache: Die Bedeutung von Wörtern erschließen –Lehnwörter, Fremdwörter, Fachwörter, Anglizismen.</p> <p>Werkstatt Sprache: Die Verwendung von Wörtern und Sätzen in Texten. Funktionen von Sprache, Inhalts- und Beziehungseben der Sprache.</p> <p>Assessment Test</p>

3	<p>Thema 5: Eine Ganzschrift lesen. Inhaltsangabe, Personen charakterisieren. Kreatives Schreiben.</p> <p>Thema 6: Gedichte und Balladen. Leerstellen deuten, poetische-inhaltliche Besonderheiten erkennen. Gedichte und Balladen aus verschiedenen Epochen interpretieren. Einen Autor und seine Zeit verstehen – Heinrich Heine.</p> <p>Werkstatt Sprache: Aufbau und Bedeutung von Sätzen. Satzglieder, Haupt- und Nebensätze, Zeitformen.</p> <p>Assessment Test</p>
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SCHEME OF WORK

for History

Year 8



TERM	TOPICS
1	Colonization of the world Rising of the British Empire (1583) Absolutism in Europe (German States, France, England)
2	Glorious Revolution, Bill of Rights Early Imperialism American Revolutionary War (1775–1783)
3	Renaissance and Enlightenment: How new ideas change the world (Descartes, Rousseau, Voltaire, Hume, Locke, Kant) (1650–1780)

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SCHEME OF WORK

for Music
 Year 8



TERM	TOPICS
1	<p>Explore the world of Music series – Music Elements revision: This series aim to introduce each music element in the world music context. Students should able to classify and describe musical terms through written assignments and completion of related music theory worksheets. Rhythm, Melody, Timbre: The Colour of Music, Texture, Harmony, The Shape of Music.</p> <p>Musical cycles – Exploring cyclic patterns: This unit develops pupils’ ability to identify and create music based on cyclic patterns. During this unit pupils are introduced to the concept that some music is conceived structurally in cyclical rather than linear terms. Pupils listen to music originating from Africa. They perform and compose cyclic patterns.</p> <p>Music Express – Musical cycles (West Africa): Introduction to Drum Rhythm, Ensemble training, Signals and polyrhythms, Bringing it all together – Presentation.</p>

2	<p>Hooks and riffs, hooks and grounds and the use of music technology: This unit develops pupils' ability to identify, explore and make creative use of given musical devices to create an intended effect. During this unit, pupils recognize and understand how composers use repeated melodic and rhythmic devices called riffs, hooks and grounds. They explore riffs, hooks and grounds through performing and composing, and consider the effect of using these in popular music. Pupils also learn how hooks and riffs can be created and manipulated using music technology, particularly through the use of sequencers.</p> <p>Workshops on Music Notation Software – Note flight : Explore the basic function (open, save, copy, paste, delete, undo), entry notes, chords, upper/lower staff voices, apply the dynamics marking, accidentals, accents, learn how to export or share their work online, Melody writing assignment.</p> <p>Online drum machine and chords grooves: Compose simple rhythmic drum riffs and harmonic chord hooks to their own melodies.</p>
3	<p>Songs – exploring songs and the use of music technology: In this unit, pupils learn to recognize and understand how composers structure songs and how instrumental arrangements can play an important part in the success of popular songs. They learn to create their own songs, working within fixed parameters. They also learn how music technology can be used to structure, shape, arrange and provide a backing to popular songs. This unit develops pupils' ability to evaluate, explore, compose and perform different songs with understanding of musical devices, structures, processes and cultural influences.</p> <p>Songbook project: structure analysis, four chords progression, melody writing, lyrics writing, instrumental arrangement, composition showcase, songbook production online.</p>

SCHEME OF WORK

for **Physics**
 Year **8**



TERM	TOPICS
1	<p><u>Electrostatics and Electric Currents</u></p> <p>In this unit, pupils build on their previous knowledge of different types of energy and energy transfers to develop their knowledge of</p> <ul style="list-style-type: none"> • Electrostatics and the concept of charge, including digital sensors. • Simple series and parallel circuits. • How common types of component, including cells (batteries), affect current. • How current divides in parallel circuits. • Measuring current and voltage.
2	<p><u>Moments, Pressure and Density</u></p> <p>In this unit, pupils build on their previous knowledge of forces and movement to develop their knowledge of.</p> <ul style="list-style-type: none"> • Objects turning on a pivot and understand the principle of moments. • Pressure as caused by the action of force on an area. • Pressures in gases and liquids (qualitative only). • The densities of solids, liquids and gases.

3	<p><u>The Energy Crisis and Human Influences</u></p> <p>In this unit, pupils build on their previous knowledge of energy and the environment to develop their knowledge of</p> <ul style="list-style-type: none">• Factors affecting the size of populations.• Some effects of human influences on the environment.• The world's energy needs.

SCHEME OF WORK

for Spanish Second Language
 Year 8



TERM	TOPICS
1	Revision (Repaso). Hablar acerca de las vacaciones (Talk about holidays). Formas de los verbos en pretérito (Verbs in the past form). Hablar acerca de planes futuros. Describir personas (describe people). Programas de televisión. (TV programs). El pretérito imperfecto. (News). Comparativos y Superlativos. Assessment test
2	Intercambio. Comprar regalos (An exchange, buy presents). Hablar acerca de obligaciones (Talk about responsibilities). Adverbios (Adverbs). Ganar dinero. (Earn money). Gastar dinero. (Spend money). Mis compañeros de trabajo. (My working colleagues). Assessment test

3	<p>Opinar acerca de la gente/trabajo. (Talk about people, and to talk about work).</p> <p>Elegir tu profesión (profession) y ofertas de trabajo. (Work offers).</p> <p>Hacer una llamada por teléfono. (Make a phone call)</p> <p>Uso del futuro. (Future Form).</p> <p>Nuestro medio ambiente. (Our environment). El reciclar. (Recycle).</p> <p>El mundo hispano/ The Hispanic World.</p> <p>Uso del condicional. (Conditional).</p> <p>Assessment test</p>
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SCHEME OF WORK

for Geography

Year 8



TERM	TOPICS
1	<p>People and their planet Population distribution, components of population change (fertility, mortality, migration), concept of population pyramid, concept of over-optimum-under population, patterns of urbanization</p> <p>Introduction to Applied geography Idea about basic cartographic techniques, application of simple statistical methods-measures of central tendency</p> <p>Assessment test</p>
2	<p>Understanding crustal dynamics through Plate Tectonics Global pattern of plates, their structure, plate movements and their effects, global distribution of earthquake and volcanoes</p> <p>Assessment test</p>
3	<p>Welfare Geography: Concept of development Difference between development and growth, Indicators of development. Concept of Human Development Index, quality of life and poverty. What is sustainable development?</p> <p>Super power, Globalization and the shrinking world Physical and political Geography of the USA. What is globalization? Why is it inevitable? Relative measures of globalization</p> <p>Assessment test</p>