



## Year 8 Yearly overview 2022-2023

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
English	<p>Analysis of language techniques and forming contextual links. When writing students will use various levels of vocabulary to become more sophisticated</p> <p>To write for a particular audience and persuade them to believe in your viewpoint.</p> <p>Looking at grammar Subordinate clauses Sentence structure pronouns</p>	<p>Introduction to poetry and war poems.</p> <p>To identify / comment on literary devices used and their purpose</p> <p>Comment on similarities / differences of presentation of war in text.</p> <p>To be aware of the writer's intention in using the techniques they did.</p> <p>To Analyse poetry in context.</p> <p>To interpret poetry to look for meaning and to write your response appropriately, using your understanding and your skillsets. For this unit the focus will be on writing a persuasive newspaper article and as part of the end of term the students will complete an assessment on writing a formal letter addressed to the Head of School the content of which is yet to be decided.</p>	<p>To understand a writer's text to offer insight and translate its meaning to a chosen audience. Be confident in commenting on a writer's meaning in the technical language used, identify key words in a passage and use them to answer the questions set.</p> <p>By the end of the unit the student will be prepared to complete the final assessment paper.</p> <p>The content of which will be decided at a more appropriate time.</p> <p>Fragments and complete sentences Punctuation how to use commas, exclamation marks et.al</p>



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		To write accurately and correctly punctuated dialogue using personal pronouns	
<b>Maths</b>	<ul style="list-style-type: none"> <li>1. Number and calculations</li> <li>Operating with negative numbers</li> <li>Square roots, cube roots</li> <li>Multiples and factors</li> <li>2. Expressions and functions</li> <li>Simplifying and expanding</li> <li>Functions</li> <li>Constructing equations</li> <li>3. Shapes and mathematical drawings</li> <li>Circles, arcs and triangles</li> <li>Bisecting angles and lines</li> <li>Symmetry</li> <li>4. Length, mass and capacity</li> <li>Units of measure</li> <li>Area, volume and capacity</li> <li>Estimation</li> <li>5. Number and calculation</li> <li>Rounding numbers</li> <li>Operations with decimals</li> <li>6. Planning, collecting and processing data</li> <li>Discrete and continuous data</li> </ul>	<ul style="list-style-type: none"> <li>1. Fractions</li> <li>Operating with fractions</li> <li>Applying law of operations to fractions</li> <li>Problem solving</li> <li>2. Expressions, equations and formulae</li> <li>Solving linear equations</li> <li>Substituting into expressions</li> <li>Formulae</li> <li>3. Geometry</li> <li>Angles</li> <li>Geometry problems using coordinate axes</li> <li>4. Fractions and decimals</li> <li>Ordering decimals</li> <li>Operating with decimals</li> <li>5. Time and rates of change</li> <li>Plotting points</li> <li>Interpreting real life graphs</li> <li>Travel graphs</li> <li>6. Presenting data</li> </ul>	<ul style="list-style-type: none"> <li>1. Fractions, decimals and percentages</li> <li>Equivalent fractions, decimals and percentages</li> <li>Percentage increase and decrease</li> <li>2. Sequences, functions and graphs</li> <li>Rules of sequences</li> <li>Nth term</li> <li>Functions and linear graphs</li> <li>3. Transformations</li> <li>Translation</li> <li>Reflection</li> <li>Rotation</li> <li>Enlargement</li> <li>Combination of transformations</li> <li>4. Ratio and proportion</li> <li>Units of measurement</li> <li>Ratio</li> <li>Proportion</li> </ul>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

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	Collecting data and frequency tables	Frequency diagrams and pie charts Line graphs Histograms Stem-and-leaf diagrams	5. Area, perimeter and volume Perimeter Areas of rectangles and triangles Area of circles Areas of compound shapes Volumes of cuboids Surface area 6. Probability Experimental probability Theoretical probability
<b>Russian NON-NATIVE</b>	<p>develop the ability to listen to and understand short passages and dialogues(conversations) spoken at normal speed</p> <ul style="list-style-type: none"> <li>•be able to give answers to difficult and long questions with correct pronunciation using familiar words               <ul style="list-style-type: none"> <li>•read and respond to different types of written language                   <ul style="list-style-type: none"> <li>• be able to write sentences with some help and begin to develop ideas and give opinions</li> </ul> </li> </ul> </li> <li>•understand and apply a range of vocabulary and structures</li> </ul>		
	<ul style="list-style-type: none"> <li>• international words</li> <li>• countries &amp; capitals vocabulary</li> <li>• members of the family</li> <li>• time &amp; money</li> <li>• plan for the day</li> <li>• weather</li> <li>• numbers to 100</li> <li>• describe people and objects</li> </ul>	<ul style="list-style-type: none"> <li>• friends</li> <li>• hobbies</li> <li>• express (simple) opinions using любить/ нравиться</li> <li>• parts of the body</li> <li>• clothes</li> <li>• adjectives of colour</li> <li>• school uniform</li> </ul>	<ul style="list-style-type: none"> <li>• city</li> <li>• street signs</li> <li>• house/flat</li> <li>• vocabulary for furniture</li> <li>• an ideal (home)</li> <li>• vocabulary to describe school</li> <li>• cardinal numbers</li> </ul>

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	<ul style="list-style-type: none"> <li>• address and phone number</li> <li>• calendar vocabulary</li> <li>• answer the question «where and when I am going to be tomorrow»?</li> <li>• street signs</li> <li>• plans for the weekend</li> </ul>	<ul style="list-style-type: none"> <li>• express complex ideas in simple language</li> </ul>	
<p><b>Russian native</b></p>	<p><b>Students will be able:</b></p> <ul style="list-style-type: none"> <li>• to improve on grammar and writing skills</li> <li>• to improve on spelling skills and self-correction</li> <li>• to improve on reading and analysis skills</li> <li>• to enrich their vocabulary</li> </ul>		
	<p><u>Spelling (revision):</u></p> <ul style="list-style-type: none"> <li>• Letters Ё-О after Ж, Ч, Ш, Щ and Ц</li> <li>• Letters Ъ-И after Ц</li> <li>• Unstressed noun-endings</li> <li>• Case endings of adjectives</li> </ul> <p><u>Syntax (revision):</u></p> <ul style="list-style-type: none"> <li>• Punctuation in Simple sentence</li> <li>• Punctuation in Complex sentence</li> </ul>	<p><u>Morphemic and Word-building</u></p> <ul style="list-style-type: none"> <li>• Morphemic analysis of words.</li> <li>• The main ways of word-building</li> </ul> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• Letters А-О in roots КАС – КОС, ГАР – ГОР, ЗАР – ЗОР</li> <li>• Letters Е-И in prefixes ПРЕ-ПРИ</li> <li>• Letters Ъ-И after prefixes</li> </ul>	<p><u>Adjective:</u></p> <ul style="list-style-type: none"> <li>• Types of adjectives</li> <li>• Complete and short form of adjectives</li> <li>• The degrees of comparison of adjectives.</li> <li>• Negative particle НЕ Merged and hyphenated spelling of adjectives</li> </ul>



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	<p><u>Lexis:</u></p> <ul style="list-style-type: none"> <li>• Archaisms and Historicisms</li> <li>• Industry words, dialects, neologisms</li> <li>• Idioms</li> <li>• Polysemantic words</li> <li>• Direct meaning and figurative meaning of words</li> <li>• Homonyms, Synonyms and Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Negative particle НЕ with Nouns</li> <li>• Suffixes ЧИК – ЩИК</li> <li>• Suffixes ЕК– ИК</li> </ul>	
<p><b>Science</b></p>	<p><b>Term 1</b> <b>Biology</b> <b>Unit 1 Plants</b></p> <p>1.1 Photosynthesis: An outline of the raw materials and products of photosynthesis; biomass</p> <p>1.2 Leaves: The importance of leaves in photosynthesis; leaf structure</p> <p>1.3 Investigating photosynthesis: Experiments involving the collection of oxygen and planning an experiment</p> <p>1.4 Roots: The functions of roots</p>	<p><b>Term 2</b> <b>Chemistry</b></p> <p><b>Unit 6 States of matter</b></p> <p>6.1 Particle theory: Using the particle theory; changes of state and diffusion</p> <p>6.2 Diffusion Explaining: diffusion; diffusion in liquids and gases</p> <p>6.3 Investigating diffusion: Discussing and carrying out an investigation about diffusion</p>	<p><b>Term 3</b> <b>Biology</b></p> <p><b>Unit 5 Reproduction and development</b></p> <p>5.1 Gametes: Structure and function of male and female gametes; fertilisation</p> <p>5.2 The human reproductive system: Structure and function of the male and female reproductive organs</p> <p>5.3 What happens to the egg cell? The events immediately</p>

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	<p>1.5 Transporting water and minerals: The transport of water and minerals in xylem vessels</p> <p><b>Unit 2 Food and digestion</b></p> <p>2.1 Nutrients: The seven types of nutrients; simple food tests</p> <p>2.2 A balanced diet: Diet; nutritional deficiencies</p> <p>2.3 Digestion and absorption: What digestion is, and why it is necessary; absorption</p> <p>2.4 The human digestive system: The alimentary canal and associated organs; functions</p> <p>2.5 Teeth: Types of teeth; tooth structure; functions of teeth</p> <p>2.6 Enzymes: The concept of digestion as a chemical reaction; enzymes as catalysts; digestion of starch by amylase</p> <p><b>Unit 3 The circulatory system</b></p>	<p>6.4 Brownian motion: Brownian motion and explanation</p> <p>6.5 Gas pressure: Explanation of gas pressure</p> <p><b>Unit 7 Elements and compounds</b></p> <p>7.1 Atoms: Explaining what atoms and molecules are</p> <p>7.2 Atoms and elements: Explaining what an element is; examples of elements; the use of symbols</p> <p>7.3 The Periodic Table: The Periodic Table; metals and nonmetals</p> <p>7.4 Compounds: Compounds and the naming of compounds</p> <p>7.5 Formulae: Introduces the use of formulae to represent compounds</p> <p><b>Unit 8 Mixtures</b></p>	<p>following fertilisation; the menstrual cycle</p> <p>5.4 From embryo to baby: Foetal development and birth</p> <p>5.5 Growth and development: Growth; physical and emotional changes during adolescence</p> <p>5.6 Lifestyle and health: Revisit effects of diet and smoking on health and fitness; effects of nicotine</p> <p><b><u>Chemistry</u></b></p> <p><b>Unit 9 Material changes</b></p> <p>9.1 Physical and chemical changes: Ideas about the differences between physical and chemical changes</p> <p>9.2 Burning: How you can tell if a chemical reaction has taken place; examples of chemical reactions</p>
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	<p>3.1 The human circulatory system: The overall plan of the circulatory system</p> <p>3.2 The heart: The structure and function of the heart</p> <p>3.3 Blood: The components of blood and their functions</p> <p>3.4 Blood vessels: Arteries, veins and capillaries</p>	<p>8.1 Compounds and mixtures: Definition and example of a compound and a mixture</p> <p>8.2 More about mixtures: Examples of different mixtures; alloys, mineral water and sea water</p> <p>8.3 Separating mixtures: Different examples of ways to separate mixtures</p> <p>8.4 Chromatography: Chromatography of ink</p> <p>8.5 Solutions: The vocabulary of dissolving; Conservation of mass.</p> <p>8.6 Solubility: Ideas about different concentrations of solution and saturated solutions; solubility of different solutes; effect of temperature on solubility</p> <p>8.7 Solubility investigation: Identify variables, plotting a suitable graph</p>	<p>9.3 Reactions with acids: Reactions between metals and acids and between metal carbonates and acids</p> <p>9.4 Rearranging atoms: The rearrangement of atoms in a chemical reaction; the idea of conservation of mass</p> <p>9.5 More about conservation of mass: Experiments involving surprising results with regard to the conservation of mass</p> <p>9.6 Detecting chemical reactions: Simple chemical reactions and how you can tell that a chemical reaction has taken place</p> <p>9.7 Rusting: The idea that not all reactions are useful; conditions needed for rust to form</p>
	<p><b><u>Physics</u></b></p> <p><b>Unit 10 Measuring motion</b></p> <p>10.1 How fast? – Measuring speed: Measuring distance and time; calculating speed</p> <p>10.2 Speed check: Using light gates and electronic timers</p> <p>10.3 Speed calculations: Calculating speed, distance and time</p> <p>10.4 Patterns of movement: Introducing distance / time graphs</p>		<p><b><u>Physics</u></b></p> <p><b>Unit 13 Magnetism</b></p>



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	<p>10.5 Distance / time graphs: Drawing and interpreting distance / time graphs</p> <p><b>Unit 11 Sound</b></p> <p>11.1 Changing sounds: How sounds are made; the loudness and pitch of sounds</p> <p>11.2 Looking at vibrations: The amplitude and frequency of vibrations</p> <p>11.3 How sound travels: Sound waves in air and other materials</p> <p>11.4 Sounds on a screen: Showing sounds on an oscilloscope screen</p> <p>11.5 How we hear: The ear; range of hearing</p>	<p><b>Biology</b></p> <p><b>Unit 4 Respiration</b></p> <p>4.1 The human respiratory system: The structure of the respiratory system; outline of how breathing takes place</p> <p>4.2 Gas exchange: How gas exchange takes place in the lungs</p> <p>4.3 Aerobic respiration: Respiration as a chemical reaction</p> <p>4.4 Keeping fit: How respiration provides energy for working muscles; diet and fitness</p> <p>4.5 Cigarettes and health: The effects of cigarette smoke on health</p>	<p>13.1 Magnets and magnetic materials: Magnetic and non-magnetic materials</p> <p>13.2 Magnetic poles: The force between two magnetic poles</p> <p>13.3 Magnetic field patterns: Representing a magnetic field by field lines</p> <p>13.4 Making an electromagnet: Constructing and testing an electromagnet</p> <p>13.5 A stronger electromagnet: More turns, and more current, give a stronger field</p> <p>13.6 Electric currents make magnetic fields: Magnetic fields are produced by electric currents</p> <p><b>Unit 12 Light</b></p>
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			<p>12.1 How light travels: Light travels in straight lines; luminous and nonluminous objects</p> <p>12.2 How shadows fall: Transmission, reflection and absorption of light; the formation of shadows</p> <p>12.3 How reflections form: Reflection of rays and the law of reflection</p> <p>12.4 How light bends: Refraction by glass and water</p> <p>12.5 The spectrum of white Light: Dispersion by a prism; the spectrum</p> <p>12.6 Coloured light: Primary colours of light; addition and subtraction of colours</p>
<b>ICT</b>	<p><b>1. Media - vector graphics</b> This unit offers students the opportunity to design graphics using Microsoft Word. By the end of the</p>	<p><b>3. Developing for the web</b> In this unit, students will explore the technologies that make up the internet and World Wide</p>	<p><b>6. Mobile app development</b> Today, there's an app for every possible need. Students explore the entire process of creating</p>



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	<p>unit students will have produced an illustration (robot), a logo, or some icons using vector graphics. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p>	<p>Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, students will investigate how to catalogue and organise websites for effective retrieval using search engines. By the end of the unit, students will have a functioning website.</p>	<p>their own mobile app, using App Lab from code.org. Building on the programming concepts students used in previous units, they will work in pairs to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.</p>
	<p><b>2. Layers of computing systems</b> This unit takes students on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off students. The last lessons cover two</p>	<p><b>4. Representations - from clay to silicon</b> Humans use symbols to record, process and transmit information. Students are introduced to binary digits which are the symbols computers use to perform tasks and focus on the representation of text and numbers.</p>	<p><b>7. Programming essentials in Scratch - part 2</b> Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Students will learn how to create their own subroutines, develop their understanding of</p>
	<p>decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p>	<p><b>5. Programming essentials in Scratch - part 1</b> The aim of this unit is to build students' confidence and knowledge of the key programming constructs.</p>	

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	<p>interesting contemporary topics: artificial intelligence and open source software. These are linked back to the content of the unit, helping students to both broaden their knowledge and focus on the topics addressed in the unit. The unit assumes no prior knowledge.</p>	<p>Importantly, this unit does not assume any previous programming experience, but it does offer students the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>	<p><b>8. Introduction to Python</b></p> <p>This unit introduces students to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p>
<p><b>PSHE</b></p>	<p>Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. PSHE lessons are aimed to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. The discussions should also prepare pupils to take their place in society as responsible citizens, support them making right decisions, to be safe, healthy and prepared for life's opportunities.</p> <p>During the year, we discuss a number of topics to enable students to gain confidence in sharing beliefs and opinions within a safe and happy environment.</p> <p>Some discussions during the year include, but are not limited to:</p>		



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	<ul style="list-style-type: none"> <li>• Our class and Tutor group</li> <li>• Internet awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Relating to Adults</li> <li>• Bullying</li> <li>• Heathy eating</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of family</li> <li>• Young people’s rights</li> </ul>
<b>History</b>	<p>Introduction to the War of the Roses. The age of conflict and in-house fighting. Who was the House of Lancaster and Who was York? How many Kings lay claim to the English throne. How long was the war? And who won in the end? The creation of the House of Tudor. A look at Henry VII the first Tudor King. Was it a peaceful reign or was there more intrigue from the Tudor family. Henry VIII his early years. How powerful was the Pope? Henry and his split with Rome. The six wives of Henry and what happened to them? Who ruled England after the death of Henry. A look at the brief lives of Edward VI, Mary Tudor and then a focused project on Elizabeth I and the making of England.</p>	<p>The execution of a King. The road to an English Civil War The death of Charles I and the rise of Oliver Cromwell Protector of England, but was he any good? The World Turned upside down the that the country was divided The Rounheads and the Cavaliers. Discussion point. What is happening in the picture, betrayal of coercion? What happened to England during and after the Civil War. The return of the monarchy? Charles II is crowned. How easy was it to reestablish the monarchy after Cromwell’s protectionist rhetoric.</p>	<p>The industrialization and the growth of America Who were the big names? Carnegie, Rockerfeller Harry Winston and so many others who saw the way that America could go and took it by the hand so that they could profit. How America stole the show! America and the roaring Twenties America and the rise of the gangster America and the world of the film stars Hollywood in the 30s, 40s and 50s how the moguls ruled the land. Final assessment for the end of the year exams.</p>



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<p><b>Geography</b></p>	<p><b>1. Globalization</b>          Know what globalization is           Know the factors for the rise of globalization           Understand positive and negative impact of globalization           Know what TNCs/MNCs are           Understand positive and negative impact of globalization in both country of origin and country of operation           Case study required for;  <ul style="list-style-type: none"> <li>TNCs negative effect in the country of operation</li> </ul> </p>	<p><b>1. Travel and Tourism</b>          Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape           -Understanding of a tourism model          -Evaluate the benefits and disadvantages of tourism to receiving areas           -Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable   <b>2. Settlement patterns</b>          Know what a settlement is           Understand the types of settlement patterns           Understand the origin of human settlement</p>	<p><b>Energy and water</b>          Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development           Evaluate the benefits and disadvantages of nuclear power and renewable energy sources           Understand the concept of water cycle and uses of water           Identifying areas with shortage of water and solutions toward water shortage           Case study required for;  <ul style="list-style-type: none"> <li>Area with shortage/scarcity of water</li> <li>Area with surplus water</li> </ul> </p>
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		<p>Give the difference between urban settlements and rural settlements</p> <p>Describe how land is used in a settlement</p> <p>Understanding the CBD, industrial zone, different residential areas (high, middle and low income), services, shopping centers and recreation areas are</p> <p><b>Case study required for;</b></p> <ul style="list-style-type: none"> <li>• Function of a settlement</li> </ul>	
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• To recognise the stylistic conventions of Reggae music</li> <li>• How chords contribute to the texture of a song</li> <li>• To recognise the key features of a Reggae bass line</li> <li>• To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple harmonic accompaniment parts in group performances of Blues Songs or pieces of Jazz music.</li> <li>• Learn the notes of Chords I, IV and V as triads using these in group performances and arrangements and performing them as part of the 12-Bar Blues chord pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform one sound correctly on an African drum</li> <li>• Perform as part of a group a simple cyclic rhythm</li> <li>• Sing the song melody to “Wimoweh” in unison</li> <li>• Know that African music is often performed using different types of drum, but other percussion instruments</li> </ul>

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	<p>musical variation to an existing theme or melody.</p>	<ul style="list-style-type: none"> <li>• Recognise the difference between improvised music and music composed more reflectively.</li> </ul>	<p>(pitched and unpitched) are also used.</p>
<p><b>PE</b></p>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small –sided competitive games and use them to begin to attack.</li> <li>• Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points.</li> <li>• Ball handling · Distribution - passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To be able to rally co-operatively with a partner.</li> <li>• To be able to perform a technically correct basic skill.</li> <li>• To be able to perform teamwork</li> <li>• To be able to basic the rules/regulations and safety procedures.</li> <li>• Studying rules of safety in the lessons of Football.</li> <li>• Studying and developing dribbling,</li> <li>• inside -the foot pass, long pass, foot trap, passing, outside the foot pass,</li> <li>• ball control; tackling</li> </ul>	<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>• To perform a basic set-shot accurately and perform the shot in a game situation.</li> <li>• To perform volleyball, Dig shot technique</li> <li>• To understand the scoring system in Volleyball.</li> <li>• To be able to perform the underarm and overhand serve</li> <li>• To develop and accurately replicate a spike shot</li> <li>• To analyse performance in Volleyball</li> <li>• To use the three-touch idea in game situation</li> </ul>



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		<ul style="list-style-type: none"> <li>• goalkeeping, kicking goals, kick-off</li> <li>• team play and strategy</li> <li>• defensive maneuvers, football rules, game</li> <li>• Improving stamina, agility, strength.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a variety of tactics to outwit opponent</li> <li>• To be able to perform teamwork</li> <li>• To be able to basic the rules/regulations and safety procedures.</li> </ul>
<p><b>Drama</b></p>	<p>In Year 8 students will develop their range of skills through the medium of drama. They also develop their creative talents further, perform confidently, and refine their life-long social skills such as cooperation and communication. Building upon Year 7, pupils continue to learn about the origins and contexts of drama. The enhancement of their study of the subject will inform their practical work whilst learning the vital key skills required for successful communication, comprehension and community aspects.</p>		
	<p><b>The 5 Elements of Drama</b> Students will be introduced to 5 elements of Drama; form, structure, characterization, convention and acting skills. They will be focusing on characterization and acting skills in the first term. Exploring different forms of role playing, character development and improvisation.</p>	<p><b>Slapstick Comedy</b> The students will explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work. Focusing on Slapstick comedy, a type of physical comedy characterized by broad humour and absurd situations. Combining humourous and engaging lessons to support them to act and direct their own slapstick shtick.</p>	<p><b>Matilda</b> This project is designed to engage students with the characters and the story by Roald Dahl, but also for inspiration for their own creative writing. Playwright Dennis Kelly believes that we hold stories in our hearts and that we instinctively know what makes a good narrative from an early age; through these lessons, students will connect</p>

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: [information@englishedmoscow.com](mailto:information@englishedmoscow.com)

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## Year 8 Yearly overview 2022-2023

			to these stories and find their own voices in expressing them.
<b>Art</b>	<p><b>Eyes</b></p> <p>This project is based on the drawing of Eyes; it is designed to encourage students in becoming independent learners through a structure that focuses on active learning. Students will participate in many projects and activities of traditional and digital media, which will provide them with a sound sense of enjoyment and fulfilment. Students will learn to analyse the work of 6 traditional and contemporary Artists from different areas of the world, using this knowledge to make informed decisions to create their own eye studies. This project also introduces the students, and relates their work to the Assessment Objectives, that they will be assessed against. The course encourages students to strive for</p>	<p><b>Perspective</b></p> <p>This scheme of work is designed to encourage students in becoming independent learners through a structure which focuses on active learning. This project has been built on from the foundation from Year 7, where students have built a level of knowledge on aerial perspective when creating their jungle landscape paintings. This term, students will be expanding their knowledge and technical skills to produce and design a landscape scene using various perspective views such as; One point perspective, Two point perspective, bird’s eye view and worm’s eye view.</p>	<p><b>Insects</b></p> <p>This project focuses on looking at: Bugs, Insects and any other creepy crawlies that the student wishes to research. The Insect project introduces the students into a greater depth of knowledge, to support them to develop their application skills of traditional media. The students will be using new techniques and media, to transform their mark making skills and to enhance their ability and confidence to record different tones and textures in their work.</p>



## Year 8 Yearly overview 2022-2023

	excellence and promotes willingness to reflect on students' own experiences and work, shown through learner's use of creativity and imagination.		
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