

Year 8 Yearly Overview



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	Autumn	Spring	Summer
English	<p>Writing Nonfiction</p> <ul style="list-style-type: none"> - News Writing: A twelve-lesson unit of work focussing on non-fiction writing skills – including writing to report, inform, persuade, advise and instruct. <p>Reading Fiction</p> <ul style="list-style-type: none"> - Sinister Stories: A 12-lesson scheme of work focusing on three contemporary short stories to practise key reading skills. 	<p>Reading World Literature</p> <ul style="list-style-type: none"> - <u>The Giver</u>: Reflecting upon our society through the window of a potential future. <p>Writing Fiction</p> <ul style="list-style-type: none"> - Dystopian Fiction: A three-lesson unit of work focussing on contemporary fiction. 	<p>Reading Pre-20th Century Poetry</p> <ul style="list-style-type: none"> - Poisonous Poetry: A 15-lesson scheme of work covering a variety of poetic forms and genres. <p>Reading 20th-Century Drama</p> <ul style="list-style-type: none"> - <u>Salem</u>: A new look at a classic story.
Mathematics	<p>Algebraic expressions, equations</p> <ul style="list-style-type: none"> - Expanding and simplifying algebraic expressions - Changing the subject of the formula - Solving equations using algebraic fractions - Word problems. Substitution. Collecting like terms. Distributive law. Simple factorisation. Solving linear equations. <p>Linear function and its graph /Simultaneous linear equations</p> <ul style="list-style-type: none"> - Identifying the different components of the Cartesian plane: axes, origin, coordinates (x, y) and points 	<p>Geometry</p> <ul style="list-style-type: none"> - Solving problems using the properties of angles in intersecting and parallel lines - Developing basic proofs - Properties of Right Triangles - 30-60-90 theorem of a right triangle - Isosceles Triangles - Triangle Congruency - Bisectors and Medians of triangles - Perimeter, circumference - Converting units - Area, surface area, volume - Solving problems using the properties of 	<p>Statistics</p> <ul style="list-style-type: none"> - Interpreting data tables and graphs: Bar charts, Pie charts, Histograms, Line graphs - Discrete and Continuous Data - Frequency tables - Cumulative frequency curve - Calculating the mean, median and mode - Choosing the best measure of central tendency - Group data - Range <p>Probability</p> <ul style="list-style-type: none"> - Sample space

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Year 8 Yearly Overview



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	<ul style="list-style-type: none"> - Graphing straight lines - Horizontal and vertical straight lines - Definition of functions. Graphing functions - Interpretation of graphs - Proportional function $y = kx$ <p>Finding a constant of proportionality and setting up equations.</p> <ul style="list-style-type: none"> - Y-intercept form of linear function and its graph, $y = mx + b$. Slope. Standard Form of a straight line. Parallel and perpendicular straight lines. Intersection of two lines - Solving systems of linear equations using the substitution, the elimination (or addition) and the graphical methods. - Representing real - life problems using models and solving these problems. 	<p>Quadrilaterals (parallelograms, special parallelograms, trapeziums, kites)</p> <ul style="list-style-type: none"> - Rates, significant figures, approximations 	<ul style="list-style-type: none"> - Simple probability
Science	<p>Chemistry: Unit 6 States of matter</p> <ul style="list-style-type: none"> - Particle theory: Using the particle theory; changes of state and diffusion - Diffusion Explaining: diffusion; diffusion in liquids and gases - Investigating diffusion: Discussing and 	<p>Physics: Unit 11 Sound</p> <ul style="list-style-type: none"> - Changing sounds: How sounds are made; the loudness and pitch of sounds - Looking at vibrations: The amplitude and frequency of 	<p>Biology Unit 1 Plants</p> <ul style="list-style-type: none"> - Photosynthesis: An outline of the raw materials and products of photosynthesis; biomass - Leaves: The importance of leaves in photosynthesis; leaf structure - --

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	<p>carrying out an investigation about diffusion</p> <ul style="list-style-type: none"> - Brownian motion: Brownian motion and explanation - Gas pressure: Explanation of gas pressure <p>Unit 7 Elements and compounds</p> <ul style="list-style-type: none"> - Atoms: Explaining what atoms and molecules are - Atoms and elements: Explaining what an element is; examples of elements; the use of symbols - The Periodic Table: The Periodic Table; metals and non-metals - Compounds: Compounds and the naming of compounds - Formulae: Introduces the use of formulae to represent compounds <p>Unit 8 Mixtures</p> <ul style="list-style-type: none"> - Compounds and mixtures: Definition and example of a compound and a mixture - More about mixtures: Examples of different mixtures; alloys, mineral water and sea water 	<p>vibrations</p> <ul style="list-style-type: none"> - How sound travels: Sound waves in air and other materials - Sounds on a screen: Showing sounds on an oscilloscope screen - How we hear: The ear; range of hearing <p>Unit 12 Light</p> <ul style="list-style-type: none"> - How light travels: Light travels in straight lines; luminous and nonluminous objects - How shadows fall: Transmission, reflection and absorption of light; the formation of shadows - How reflections form: Reflection of rays and the law of reflection - How light bends: Refraction by glass and water - The spectrum of white Light: Dispersion by a prism; the spectrum 	<p>Investigating photosynthesis: Experiments involving the collection of oxygen and planning an experiment</p> <ul style="list-style-type: none"> - Roots: The functions of roots - Transporting water and minerals: The transport of water and minerals in xylem vessels <p>Unit 2 Food and digestion</p> <ul style="list-style-type: none"> - Nutrients: The seven types of nutrients; simple food tests - A balanced diet: Diet; nutritional Deficiencies - Digestion and absorption: What digestion is, and why it is necessary; absorption - The human digestive system: The alimentary canal and associated organs; functions - Teeth: Types of teeth; tooth structure; functions of teeth - Enzymes: The concept of digestion as a chemical reaction; enzymes as catalysts; digestion of starch by amylase
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Year 8 Yearly Overview



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	<ul style="list-style-type: none"> - Separating mixtures: Different examples of ways to separate mixtures - Chromatography: Chromatography of ink - Solutions: The vocabulary of dissolving; Conservation of mass. - Solubility: Ideas about different concentrations of solution and saturated solutions; solubility of different solutes; effect of temperature on solubility - Solubility investigation: Identify variables, plotting a suitable graph <p>Unit 9 Material changes</p> <ul style="list-style-type: none"> - Physical and chemical changes: Ideas about the differences between physical and chemical changes - Burning: How you can tell if a chemical reaction has taken place; examples of chemical reactions - Reactions with acids: Reactions between metals and acids and between metal carbonates and acids - Rearranging atoms: The rearrangement of atoms in a chemical reaction; the idea of conservation of mass 	<ul style="list-style-type: none"> - Coloured light: Primary colours of light; addition and subtraction of colours <p>Unit 10 Measuring motion</p> <ul style="list-style-type: none"> - How fast? – Measuring speed: Measuring distance and time; calculating speed - Speed check: Using light gates and electronic timers - Speed calculations: Calculating speed, distance and time - Patterns of movement: Introducing distance / time graphs - Distance / time graphs: Drawing and interpreting distance / time graphs <p>Unit 13 Magnetism</p> <ul style="list-style-type: none"> - Magnets and magnetic materials: Magnetic and non-magnetic materials - Magnetic poles: The force between two magnetic poles 	<p>Unit 3 The circulatory system</p> <ul style="list-style-type: none"> - The human circulatory system: The overall plan of the circulatory system - The heart: The structure and function of the heart - Blood: The components of blood and their functions - Blood vessels: Arteries, veins and capillaries <p>Unit 4 Respiration</p> <ul style="list-style-type: none"> - The human respiratory system: The structure of the respiratory system; outline of how breathing takes place - Gas exchange: How gas exchange takes place in the lungs - Aerobic respiration: Respiration as a chemical reaction - Keeping fit: How respiration provides energy for working muscles; diet and fitness - Cigarettes and health: The effects of cigarette smoke on health
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	<ul style="list-style-type: none"> - More about conservation of mass: Experiments involving surprising results with regard to the conservation of mass - Detecting chemical reactions: Simple chemical reactions and how you can tell that a chemical reaction has taken place - Rusting: The idea that not all reactions are useful; conditions needed for rust to form 	<ul style="list-style-type: none"> - Magnetic field patterns: Representing a magnetic field by field lines - Making an electromagnet: Constructing and testing an electromagnet - A stronger electromagnet: More turns, and more current, give a stronger field - Electric currents make magnetic fields: Magnetic fields are produced by electric currents 	Unit 5 Reproduction and development <ul style="list-style-type: none"> -Gametes: Structure and function of male and female gametes; fertilisation - The human reproductive system: Structure and function of the male and female reproductive organs - What happens to the egg cell? The events immediately following fertilisation; the menstrual cycle - From embryo to baby: Foetal development and birth - Growth and development: Growth; physical and emotional changes during adolescence.
History	The Tudors <ul style="list-style-type: none"> -Life in 1500 -Henry VIII -How powerful was the Pope? -Henry and his split with Rome. -The English Civil War and its results 	The French Revolution and Napoleon <ul style="list-style-type: none"> -Life in 18th-Century France -Causes of Revolution -Revolution and Terror -Napoleon -Legacy of the French Revolution 	The USA, from colony to world power The Industrial Revolution

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Geography	<p>Spotlight on Asia</p> <ul style="list-style-type: none"> -Location and main physical features and biomes of Asia -Population distribution -Mega-cities -Social, economic and environmental impacts of growing mega-cities -Causes and consequences of flooding in Bangladesh -Tourism in Thailand <p>Coast</p> <ul style="list-style-type: none"> -Keywords related to coast -Coastal process -Coastal landforms -Uses of coastal areas -Problem facing the coast -Coastal management (soft and hard engineering) 	<p>Travel and Tourism</p> <ul style="list-style-type: none"> -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 for it to be sustainable. <p>Settlement patterns</p> <ul style="list-style-type: none"> -Know what a settlement is. -Understand the types of settlement patterns. -Understand the origin of human settlement. -Give the difference between urban settlements and rural settlements. -Describe how land is used in a settlement -Understanding the CBD, industrial zone, different residential areas (high, middle and low income), services, shopping centers and recreation areas are. 	<p>Energy and water</p> <ul style="list-style-type: none"> -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 <p>Case study required for;</p> <ul style="list-style-type: none"> -Area with shortage/scarcity of water -Area with surplus water.
Russian 1st Language	<p>Spelling (revision):</p> <ul style="list-style-type: none"> -Letters Ё-О after Ж, Ч, Ш, Щ and Ц -Letters Ъ-И after Ц -Unstressed noun-endings 	<p>Morphemic and Word-building:</p> <ul style="list-style-type: none"> -Morphemic analysis of words. -The main ways of word-building 	<p>Adjective:</p> <ul style="list-style-type: none"> -Types of adjectives -Complete and short form of adjectives -The degrees of comparison of adjectives.

Year 8 Yearly Overview



English
International
School

	<p>-Case endings of adjectives</p> <p>Syntax (revision):</p> <ul style="list-style-type: none"> -Punctuation in Simple sentence -Punctuation in Complex sentence <p>Lexis:</p> <ul style="list-style-type: none"> -Archaisms and Historicisms -Industry words, dialects, neologisms -Idioms -Polysemantic words -Direct meaning and figurative meaning of words -Homonyms, Synonyms and Antonyms 	<p>Spelling:</p> <ul style="list-style-type: none"> -Letters A-O in roots КАС – КОС, ГАР – ГОР, ЗАР – ЗОР -Letters Е-И in prefixes ПРЕ-ПРИ -Letters Ъ-И after prefixes -Negative particle НЕ with Nouns -Suffixes ЧИК – ЦИК -Suffixes ЕК– ИК 	<ul style="list-style-type: none"> -Negative particle НЕ -Merged and hyphenated spelling of adjectives
Russian 2nd Language	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 1</p> <ul style="list-style-type: none"> - Theme/Vocabulary: Hobbies. - Grammar: What are you doing. Verbs.Present Tense. Past tense. Future Tense. Modal verbs Verb to love (любить), construction “I like” (Мне нравится). Construction with потому что (because). 	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 4</p> <ul style="list-style-type: none"> - Theme/Vocabulary: Travelling - Grammar: Verbs of motion Past tense. Verbs of motion. Future tense Prefixed verbs of motion. <p>Module 5.</p> <ul style="list-style-type: none"> - Theme/vocabulary: I do not have... - Grammar: The usage of Genitive case. 	<p>Reading, writing, listening. Conversational practice. Video course “Time to speak Russian” by Lomonosov MSU.</p> <p>Module 9</p> <ul style="list-style-type: none"> - Theme/vocabulary: Happy Birthday! - Grammar: Dative case. (functions: the recipient, age). - Theme/vocabulary: Let us talk about books. - Grammar: Prepositional case (object of speech).

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	<ul style="list-style-type: none"> - Counting to 100, 1000. - Theme/Vocabulary Food, verbs “to eat, to drink” (есть, пить). - Theme/Vocabulary: Seasons&months - Grammar: Accusative case, direct object <p>Module 2.</p> <ul style="list-style-type: none"> - The definition of Aspects. - Aspects in Past Tense - Aspects in Future Tense <p>Module 3.</p> <ul style="list-style-type: none"> - Grammar: Verbs of motion. Present Tense. (Идти-ходить, ехать-ездить). Direction. Accusative case. (Where to (Куда?). Prepositional case: Where? (Где?) - Review 	<p>The construction У меня нет (I do not have).</p> <ul style="list-style-type: none"> - Usage of Genitive case with prepositions. Usage of Genitive case with quantitative adverbs and numerals. Usage of Genitive case of direction: Where from? (Откуда?) - Review 	<ul style="list-style-type: none"> - Theme/vocabulary: Professions. Education. <p>Grammar: Instrumental case.</p> <p>Module 11.</p> <ul style="list-style-type: none"> - Theme/vocabulary: Let us travel around Russia. - Grammar: Prefixed verbs of motion. - Review
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Art	Eyes <ul style="list-style-type: none">-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 excellence and promote willingness to reflect on students' own experiences and work, shown through learner's use of creativity and imagination.	Insects <ul style="list-style-type: none">-This project focuses on looking at Bugs, Insects and any other creepy crawlies that the student wishes to research.-The 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 to enhance their ability and confidence to record different tones and textures.	Perspective <ul style="list-style-type: none">-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.
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Year 8 Yearly Overview



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Music	Off Beat <ul style="list-style-type: none"> - To recognize the stylistic conventions of Reggae music - How chords contribute to the texture of a song - To recognize the key features of a Reggae bass line - To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. 	All That Jazz <ul style="list-style-type: none"> - Perform simple harmonic accompaniment parts in group performances of Blues Songs or pieces of jazz music. - 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. - Recognize the difference between improvised music and music composed more reflectively. 	Saharan Sounds <ul style="list-style-type: none"> - Perform one sound correctly on an African drum - Perform as part of a group a simple cyclic rhythm - Sing the song melody to “Wimoweh” in unison - Know that African music is often performed using several types of drum, but other percussion instruments (pitched and unpitched) are also used.
French	Spelling (revision) <ul style="list-style-type: none"> - Asking how to say and write innovative words in French - Distinguishing between being and having -Talking about jobs -Talking about what, when, where and why you celebrate -Talking about how people celebrate -What happens and does not happen Grammar:	Context <ul style="list-style-type: none"> -Talking about what today you are doing vs what you did yesterday -Sharing past experiences -People and places in the past -Asking about what happened in the past -Talking about what you do in your free time and where you do it -Talking about parts and wholes 	Context <ul style="list-style-type: none"> - What is it like? Comparing things -Talking about how groups of people do things -Comparing how people do things Communicating in other languages Grammar: <ul style="list-style-type: none"> -feminine adjective agreement rules -l → -lle and -n → -nne -comparative forms of adjectives

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	<p>-il(s)/elle(s) meaning 'it'/'they'</p> <p>-intonation (SV), inversion (VS) and est-ce que questions (single-verb structures)</p> <p>-article use with être + profession</p> <p>-feminine adjective agreement rules -x → -se</p> <p>-Feminine noun formation rule -eur → -rice</p> <p>-construction rule for numbers 13-31</p> <p>-question word + est-ce que</p> <p>-pronoun 'on' with impersonal meaning 'people, you, one'</p> <p>-construction rule for dates</p> <p>-possessive adjectives (son, sa, ses, notre, nos)</p> <p>-</p> <p>PHONICS</p> <p>SSC - Sound-symbol correspondence</p> <p>In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited.</p> <p>-stress syllabification</p> <p>-liaison (-t, -s, -x, -on)</p> <p>-h</p> <p>-em/am</p> <p>-aim/ain</p> <p>-om</p>	<p>Grammar:</p> <p>-present vs perfect (with past simple equivalent in English)</p> <p>-past participle formation: faire, dire, -ER verbs (taking avoir)</p> <p>-intonation (SV) questions with question words (present vs perfect)</p> <p>-ce, cet, cette, ces</p> <p>-il y a vs il y avait</p> <p>Intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle)</p> <p>-negation: ne...pas de (present vs perfect)</p> <p>-prepositions taking de</p> <p>-contraction of definite article after à and de</p> <p>-verbs with à and de before a noun</p> <p>-partitive article for distinguishing between parts and wholes and after 'faire' with sports</p> <p>quel, quelle, quels, quelles</p> <p>PHONICS</p> <p>SSC - Sound-symbol correspondence</p> <p>-liaison/elision with h</p> <p>-em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel</p>	<p>-verbs like prendre (present) (nous, vous, ils/elles)</p> <p>-comparative forms of adjectives and adverbs</p> <p>verbs like entendre (present) (je, tu, il/elle)</p> <p>-verbs like lire (present) (je, tu, il/elle)</p> <p>verbs like écrire (present) (je, tu, il/elle)</p> <p>tout, toute, tous, toutes</p> <p>-verbs like entendre (present) (nous, vous, ils/elles)</p> <p>- verbs like lire (present) (nous, vous, ils/elles)</p> <p>-verbs like écrire (present) (nous, vous, ils/elles)</p> <p>present vs perfect (with past simple and present perfect equivalent in English)</p> <p>-inversion (VS) questions (perfect)</p> <p>-specified vs unspecified times in the past</p> <p>-adverb placement (present vs perfect)</p> <p>-past participle formation : verbs like prendre, dit, fait, bu, eu</p> <p>-intonation (SV) and est-ce que questions in the perfect (did? vs have/has?)</p> <p>-intonation (SV) questions with question words (perfect)</p> <p>PHONICS</p> <p>SSC - Sound-symbol correspondence</p>
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Year 8 Yearly Overview

	<p>-um/un</p> <p>Revisiting the below:</p> <p>-en/an, im /in, on, e, a, ain/in</p> <p>-Year 7 SSCs</p> <p>Vocabulary</p> <p>- We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically related stem).</p> <p>-Essential verbs are revisited in new contexts (ÊTRE, AVOIR)</p> <p>-Number construction 13-31</p>	<p>Revisiting the below:</p> <p>-Stress syllabification</p> <p>-ai, i, ain/in, em/am, e, a, en/an, h</p> <p>Vocabulary</p> <p>-Building the verb lexicon</p> <p>-Regular revisiting of Y7 vocabulary for consolidation</p> <p>-Building the verb lexicon</p> <p>-Mixed word sets</p>	<p>-om/on before a vowel</p> <p>-[um]/[un] before a vowel</p> <p>Revisiting the below:</p> <p>--aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œil), -ouill/-ouil, -ill/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on</p> <p>- Revisiting the below:</p> <p>-closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy</p> <p>Revisiting all Y7 and Y8 SSCs</p> <p>Vocabulary</p> <p>-Regular revisiting of Y7 vocabulary for consolidation</p> <p>-Y8 vocabulary revisited throughout in different contexts</p> <p>-Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.</p> <p>- Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</p>
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Spanish	Greetings -¡Hola! - Introducing myself -Alphabet - Numbers - Age -Birthday -School equipment -Mi familia y yo -Animals Colours -Family members -Hair and eyes -Height & Personality	Mi Colegio - School subjects & Opinions - Describing teachers -Regular present tense -Verbs Activities in school - Mi Rutina Diaria - Time - Daily Routine - Reflexive verbs	Mi Casa - Describing my house - Rooms in the house -Describing my bedroom - Prepositions - Activities in the house - Mis Pasatiempos - Hobbies & Sports Likes & Dislikes -Next weekend -Revision
Computer Science	Media - vector graphics This unit offers students the opportunity to design graphics using Microsoft Word and Inkscape. Students will demonstrate an understanding of: -Using Inkscape tools to draw and modify shapes. -Change the position and rotation of shapes in Inkscape.	Web Development (HTML and CSS) Students will demonstrate an understanding of: Students will demonstrate an understanding of: - What HTML is? -Using HTML to structure static web pages. -Modifying HTML tags using inline styling to improve the appearance of web pages. -What Cascading Style Sheets (CSS) is -Using CSS to style static web pages.	Mobile App Development This unit aims to take the learners from designer to project manager to developer to create their own mobile app. Students will demonstrate an understanding of: -Solving problems through creativity. -Basics of computer programming. -Using App Lab in designing games. -Using the pair programming approach to develop their mobile app.

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Year 8 Yearly Overview

	<ul style="list-style-type: none"> -Using Inkscape tools to align, group, regroup and distribute objects to create uniformity. -Explaining that vector graphics are made up of paths object. 	Representations - from clay to silicon Demonstrate an understanding of; <ul style="list-style-type: none"> -How humans use symbols to record, process and transmit information. -What are binary digits in computers and how to use binary digits to perform tasks and focus on the representation of text and numbers? -Describing how natural numbers are represented as sequences of binary digits. 	Revision
P.E	Handball <ul style="list-style-type: none"> -To be able to use different parts of the body to contact and keep the ball in the air -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. -Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points. -Students should know by name the different areas and lines on court. 	Football <ul style="list-style-type: none"> -Studying rules of safety in the lessons of Football. -Studying and developing dribbling, inside -the foot pass, long pass, foot trap, passing, outside the foot pass, -ball control; tackling -goalkeeping, kicking goals, kick-off -punting, volleying -team play and strategy -defensive manoeuvres, -football rules, game -Improving stamina, agility, strength. 	Volleyball <ul style="list-style-type: none"> -To perform a basic set-shot accurately and perform the shot in a game situation. -To perform volleyball Dig shot technique -To understand the scoring system in Volleyball. -To be able to perform the underarm and overhand serve -To develop and accurately replicate a spike shot -To analyse performance in Volleyball -To use the three-touch idea in game situation -To use a variety of tactics to outwit opponent

Year 8 Yearly Overview

	<p>-To be able to perform a technically correct foot awareness: setting the body in motion, stopping, pivoting and running footwork.</p> <p>-Ball handling</p> <p>-Distribution -passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.)</p>		<p>-To be able to perform teamwork</p> <p>-To be able to basic the rules/regulations and safety procedures.</p>
EAL	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling 	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Hobbies and Interests -Sport in our life 	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement · Be able to check work for accuracy and spelling <p>Speaking Topics:</p>

Year 8 Yearly Overview



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School

	Speaking Topics: -Cooking and Healthy Eating -Clothes and Fashion Grammar: -Present Simple vs Present Continuous. - Comparison of Adjectives and Adverbs. - Past Simple of Regular Verbs	-Education Grammar: -Past Simple of Irregular Verbs -Future Simple and 'be going to' -Countable and Uncountable Nouns -Plural of Nouns -Quantifiers: some/any/no/much/many	-Tourism -The Natural Environment Grammar: -Definite and Indefinite Articles -Past Continuous -Past Perfect -Modal Verbs
Well-Being	Unit 1 Introduction to Well-being: Understanding the importance of physical, mental, emotional, and social well-being The aim is to address physical, mental, emotional, and social aspects of student well-being, providing them with the knowledge and skills needed to navigate challenges and lead healthy, balanced lives. Candidates will learn about the importance of physical, mental, emotional and social well-being in their lives. Examine the differences between friendships and romantic attractions and how individuals' emotions towards each other can change as time passes.	Unit 3 Mental and Emotional Health: Stress management, coping strategies, self-care techniques This unit will explore different stress management techniques, including mindfulness, relaxation exercises, and time management strategies. It will also highlight the importance of developing effective coping mechanisms to navigate through challenging circumstances and build resilience. In addition, learners will be introduced to self-care practices that promote overall well-being, such as proper nutrition, exercise, and seeking support from others. Explore the Roger Ulrich's stress reduction theory.	Unit 5 Mindfulness Practices: Developing self-awareness and focus The unit will begin by exploring the definition and origins of mindfulness, emphasizing its adaptation in contemporary psychology. Learners will learn about the key principles of mindfulness, such as living in the present moment, non-judgmental awareness, and acceptance of oneself and others. For Year 8 we focus on Developing self-awareness Explore the role of an individual's thoughts, emotions, and reactions in various situations. Unit 6

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

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

Email: information@englishedmoscow.com

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Year 8 Yearly Overview

	<p>Understand that individuals may experience mourning and grieve differently from one another.</p> <p>Identify factors that have a positive impact on people's lives and discuss how balancing different aspects of life is crucial.</p> <p>Unit 2</p> <p>Physical Health and Wellness: Nutrition, exercise, personal hygiene</p> <p>The aim is to develop a thorough understanding of the importance of nutrition, exercise, and personal hygiene in maintaining optimal physical health and wellness</p> <p>Examine the importance of preventative health care.</p> <p>Explore the impacts of an unhealthy diet on an individual's wellbeing.</p> <p>Understand the connection between inactive lifestyles and poor health.</p> <p>Know how to effectively manage an individual's personal hygiene.</p>	<p>Explore the impact that words and behaviour can have on one's own and others' wellbeing.</p> <p>Explore different strategies people can use to manage their own physical and mental wellbeing</p> <p>Unit 4</p> <p>Mental and Emotional Health: Stress management, coping strategies, self-care techniques</p> <p>This unit will help learners explore various stress management techniques, such as mindfulness, meditation, and physical activity. They will also learn how to identify stressors in their lives and develop coping strategies to effectively manage and reduce stress levels. Additionally, learners will explore the importance of self-care practices, including healthy habits, relaxation techniques, and positive self-talk.</p> <p>Explore personal boundaries and communication skills in building positive relationships</p> <p>Explore ways in which people can respectfully articulate their thoughts and attitudes, even when they differ from others.</p> <p>Understand and demonstrate why active listening skills are important.</p>	<p>Building Resilience - Developing healthy habits, fostering positive relationships</p> <p>This unit aims to equip learners with the necessary skills and knowledge to navigate the challenges of daily life with confidence and resilience. Learners will learn about the importance of maintaining a balanced lifestyle, including regular exercise, healthy eating habits, and adequate sleep. They will explore the impact of these habits on their physical and mental well-being, as well as their ability to cope with stress and adversity. This unit will also emphasize the importance of fostering positive relationships. Learners will learn how to communicate effectively, resolve conflicts peacefully, and build strong, supportive relationships with their peers and family members. They will also explore the role of empathy, understanding, and compassion in creating meaningful connections with others.</p> <p>For Year 8 we focus on Developing healthy habits</p> <p>Explore ways of building resilience through healthy habits and fostering positive relationships</p>
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Year 8 Yearly Overview



English
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		<p>Understand and demonstrate why conflict negotiation skills are important.</p> <p>Demonstrate a clear understanding of why positive relationships are important in various aspects of their lives, such as personal relationships, professional relationships, and social connections.</p>	
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