



Year 8 Overview

Subject

Autumn 1

Theme: World War One
Links: History WW1 events, English War Horse

Autumn 2

Theme: World War Two
Links: History World War Two events and persecution, English Anne Frank's Diary

Spring 1

Theme: Advertising
Links: Art designing a mobile phone cover, computing, mobile phones and DT designing a game

Spring 2

Theme: Natural disasters
Links: Geography natural hazards

Summer 1

Theme: Around the world
Links: Geography race issues, Art portraiture

Summer 2

Theme: Magic
Links: Science separating mixtures, Music song writing

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Genre	War Horse by Michael Morpurgo Historical Fiction	Anne Frank's Diary Diary KS3 Static Classes: War Boy, Carrie's War, Goodnight Mister Tom	Advertising Non-fiction Persuasive writing	Natural disasters (Earthquakes & tsunamis) Factual writing and reporting	The Garbage King by Elizabeth Laird Modern fiction	Macbeth Play
Writing Purpose & Genre	Biography Outcome: Write 1 st person account from the perspective of a WW1 horse and their experiences. Skills: Use fact and opinion, personal pronouns, rule of three, emotive language, colons Mini outcomes: Find out and record at least 8 facts about the use of horses in WW1. Skim and scan a text for key facts and report back what you have found out Write a book review including key features and opinions. Write an argumentative article – "The film version of War Horse was much better than the book." Do you agree or disagree? Why? OR "War Horse is the best book I have ever read." Do you agree or disagree? Why?	Diary Outcome: How does Anne use language to present the experience of her life in hiding, how would she like her life to be different. Skills: Use analytical connectives, adjectives, powerful verbs, PEA, full stops Mini outcomes: write a diary entry of your own about having to live in hiding. Write at least 2 paragraphs about the life of Anne Frank.	Non-Fiction Outcome: How do advertisers use different skills to sell their products? Skills: Use rhetorical questions, anecdotes, rule of 3, question marks. Mini outcomes: Create a poster, advertising an item you are making in Art or DT and using some persuasive features. Write a persuasive presentation of your product and survey your peers of how much they would pay for it	Factual Writing and Reporting Outcome: write a speech reporting a natural disaster in the area Skills: Mini outcomes: Create a newspaper article reporting a disaster in a country of choice Family theme "The Impossible" film – How would the family feel being divided by the tsunami? Film a news programme as a team	Modern fiction Outcome: compare and contrast the lives of a poor character and a rich character Skills: Identifying character traits, reading into context and identifying themes Mini outcomes: Create a portrait of both main characters – how are they different or the same? Select another book by Elizabeth Laird to read independently. How are the themes similar?	Play Outcome: Analyse the character of Lady Macbeth. Create your own magical spells and potions Skills: Use analytical connectives, PEA, adjectives, powerful verbs, commas Mini outcomes: rewrite the opening scenes of the play in your own words. Study at least one other character in the play and write what you know about that character explicitly and implicitly. Write a prediction for the ending of the play. Write the lyrics for an opening and closing song
Maths Detailed and directed planning for stage 8, with key language, pre requisites, teaching ideas and links to resources: http://www.kangaroo-maths.com/kenny2.php?page=Kschemeks3 Click on the 'progression map' link in the top right of each section for key learning objectives from stage 1 up.	Calculating – Subtract a number from a smaller number – Add and subtract a positive number to a negative number – Add and subtract a negative number – Multiply and divide a positive number by a negative number – Multiply and divide a negative number by a negative number – Square and cube positive and negative numbers – Use a scientific calculator to calculate with negative numbers – Use a scientific calculator to calculate with fractions – Understand how to use the order of operations including powers and roots Numbers and the number system – Round numbers to a given number of significant figures – Write a number as a product of its prime factors – Use prime factorisations to find the highest common factor of numbers – Use prime factorisations to find the lowest common multiple of numbers – Solve problems using highest common factors or lowest common multiples – Use standard form to write large and small numbers	Visualising and constructing – Use the centre and scale factor to carry out an enlargement with a positive integer scale factor – Find the centre of enlargement – Find the scale factor of an enlargement – Use scale diagrams, including maps – Interpret plans and elevations – Understand and use bearings – Solve geometrical problems using bearings Understanding risk I – Know and use the vocabulary of probability – Understand the use of the 0-1 scale to measure probability – List all the outcomes for an experiment – Work out theoretical probabilities for events with equally likely outcomes – Know and apply the fact that the sum of probabilities for all outcomes is 1 Algebraic proficiency – Use and interpret algebraic notation, including: $a^2 b$ in place of $a \times a \times b$ – Simplify expressions involving terms with variables such as $3a^2b + 4ab^2 + 2a^2 - a^2b$ – Factorise an algebraic expression	Exploring fractions, decimals and percentages – Identify if a fraction is terminating or recurring – Recall decimal and fraction equivalents – Write a terminating decimal as a fraction – Write a fraction in its lowest terms by cancelling common factors – Use a calculator to change any fraction to a decimal Proportional reasoning – Find a relevant multiplier in a situation involving proportion – Identify direct proportion in a situation – Solve problems involving division in a ratio with two or more parts – Solve ratio problems involving comparison – Apply understanding of proportion to problems involving recipes – Solve problems involving unit pricing – Convert between units of speed – Calculate average speed Patterns – Generate terms of a sequence from a position-to-term rule – Find the nth term of a linear sequence – Use the nth term of a sequence to deduce if a given number is in a sequence	Investigating angles – Use knowledge of alternate and corresponding angles to calculate missing angles in geometrical diagrams and solve problems – Establish the fact that angles in a triangle must total 180° – Establish the size of an interior and exterior angle in a regular polygon – Solve angle problems in polygons Calculating fractions, decimals and percentages – Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100% – Use calculators to increase an amount by a percentage greater than 100% – Solve original value problems when working with percentages – Solve financial problems including simple interest – Solve problems that require exact calculation with fractions Solving equations and inequalities – Solve linear equations with the unknown on one side when calculating with negative numbers is required – Solve linear equations with the unknown on both sides when the solution is a	Calculating space – Know circle definitions and properties, including: centre, radius, chord, diameter, circumference – Calculate the circumference and area of a circle when radius or diameter is given – Calculate the perimeter and area of composite shapes that include sections of a circle – Calculate the volume of a right prism – Calculate the volume of a cylinder – Compare lengths, areas and volumes using ratio notation Algebraic proficiency: visualising – Know that graphs of functions of the form $y = mx + c$, $x \square y = c$ and $ax \square by = c$ are linear – Plot graphs of the form $y = mx \square c$ – Plot graphs of the form $ax \square by = c$ – Find the gradient of a straight line – Find the y-intercept of a straight line – Distinguish between a linear and quadratic graph – Plot graphs of quadratic functions of the form $y = x^2 \square c$ – Plot and interpret graphs of linear functions in real contexts – Plot and interpret distance-time graphs (speed-time graphs) including approximate solutions to problems	Understanding risk II – List all elements of sets using a Venn diagram – List outcomes of an event systematically – Use a table to list all outcomes of an event – Use frequency trees to record outcomes of probability experiments – Construct possibility spaces for combined experiments with equally likely outcomes – Calculate probabilities using a possibility space – Use theoretical and experimental probability to calculate expected outcomes Presentation of data – Construct and interpret a grouped frequency table for continuous data – Construct and interpret histograms for grouped data with equal class intervals – Plot a scatter diagram for data – Interpret a scatter diagram using understanding of correlation Measuring data – Find the modal class of set of grouped data – Find the class containing the median

Year 8 Overview

	DF1, DF2, DF7, RM6, SP1, SP3	<ul style="list-style-type: none"> Simplify expressions using the law of indices for multiplication, division and powers Know and use the zero index Substitute positive and negative numbers into formulae Change the subject of a formula when one or two steps are required 	DF1, DF2, DF5, RM2, RM4, RM6, SP2, SP3	<p>whole number, fraction, negative number and involves brackets</p> <ul style="list-style-type: none"> Recognise that the point of intersection of two graphs corresponds to the solution of a connected equation 	DF3, DF5, DF6, RM1, RM2, RM3, SP4	<ul style="list-style-type: none"> Calculate an estimate of the mean from a grouped frequency table Estimate the range from a grouped frequency table Analyse and compare sets of data, appreciating the limitations of different statistics (mean, median, mode, range) Choose appropriate statistics to describe a set of data
		DF3, DF4, RM7, SP4		DF4, DF5, RM1, RM3, SP2, SP4		DF7, RM1, RM3, RM7, SP3
Science	<p>Contact Forces Explain whether an object in an unfamiliar situation is in equilibrium. (Phys/MF/BF1) Describe factors which affect the size of frictional and drag forces. (Phys/MF/F1, 2, FM1, 2)</p> <p>Describe how materials behave as they are stretched or squashed. (Phys/MF/F4, 7) Describe what happens to the length of a spring when the force on it changes. (Phys/MF/F5, 6)</p> <p>Breathing Explain how exercise, smoking and asthma affect the gas exchange system. (Bio/SFLO/GES3)</p> <p>Explain how the parts of the gas exchange system are adapted to their function. (Bio/SFLO/GES1)</p> <p>Explain observations about changes to breathing rate and volume. (Bio/SFLO/GES2)</p> <p>Explain how changes in volume and pressure inside the chest move gases in and out of the lungs. (Bio/SFLO/GES2)</p>	<p>Periodic Table Use data to describe a trend in physical properties. (Chem/PT1, 5, 6)</p> <p>Describe the reaction of an unfamiliar Group 1 or 7 element. (Chem/PT4)</p> <p>Use data showing a pattern in physical properties to estimate a missing value for an element. (Chem/PT1)</p> <p>Use observations of a pattern in chemical reactions to predict the behaviour of an element in a group. (Chem/PT2, 3)</p> <p>Elements Name compounds using their chemical formulae. (Chem/AEC3)</p> <p>Given chemical formulae, name the elements present and their relative proportions. (Chem/AEC3)</p> <p>Represent atoms, molecules and elements, mixtures and compounds using particle diagrams. (Chem/AEC1, 2)</p> <p>Use observations from chemical reactions to decide if an unknown substance is an element or a compound. (Chem/AEC2)</p> <p>Energy transfer Describe how the energy of an object depends on its speed, temperature, height or whether it is stretched or compressed. (Phys/E/ECT2)</p> <p>Show how energy is transferred between energy stores in a range of real-life examples. (Phys/E/ECT2)</p> <p>Calculate the useful energy and the amount dissipated, given values of input and output energy. (Phys/E/ECT1, CS1)</p> <p>Explain how energy is dissipated in a range of situations. (Phys/E/CS2,3)</p>	<p>Magnetism Use the idea of field lines to show how the direction or strength of the field around a magnet varies. (Phys/EE/M2)</p> <p>Explain observations about navigation using Earth's magnetic field. (Phys/EE/M3)</p> <p>Light Use ray diagrams of eclipses to describe what is seen by observers in different places. (Phys/W/LW4)</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights. (Phys/W/LW6)</p> <p>Use ray diagrams to describe how light passes through lenses and transparent materials. (Phys/W/LW3)</p> <p>Describe how lenses may be used to correct vision. (Phys/W/LW5)</p>	<p>Plant reproduction Describe the main steps that take place when a plant reproduces successfully. (Bio/SFLO/R2)</p> <p>Identify parts of the flower and link their structure to their function. (Bio/SFLO/R2)</p> <p>Suggest how a plant carried out seed dispersal based on the features of its fruit or seed. (Bio/SFLO/R2)</p> <p>Explain why seed dispersal is important to survival of the parent plant and its offspring. (Bio/SFLO/R2)</p> <p>Digestion Describe possible health effects of unbalanced diets from data provided. (Bio/SFLO/ND1, 3)</p> <p>Calculate food requirements for a healthy diet, using information provided. (Bio/SFLO/ND2)</p> <p>Describe how organs and tissues involved in digestion are adapted for their role. (Bio/SFLO/ND4)</p> <p>Describe the events that take place in order to turn a meal into simple food molecules inside a cell. (Bio/SFLO/ND5)</p>	<p>Gravity Explain unfamiliar observations where weight changes. (Phys/SP1)</p> <p>Draw a force diagram for a problem involving gravity. (Phys/SP1)</p> <p>Deduce how gravity varies for different masses and distances. (Phys/SP1)</p> <p>Compare your weight on Earth with your weight on different planets using the formula. (Phys/SP1)</p> <p>Universe Describe the appearance of planets or moons from diagrams showing their position in relation to the Earth and Sun. (Phys/SP2)</p> <p>Explain why places on the Earth experience different daylight hours and amounts of sunlight during the year. (Phys/SP3)</p> <p>Describe how space exploration and observations of stars are affected by the scale of the universe. (Phys/SP24)</p> <p>Explain the choice of particular units for measuring distance. (Phys/SP4)</p> <p>Heating and Cooling Explain observations about changing temperature in terms of energy transfer. (Phys/E/SCT2, M/EM2)</p> <p>Describe how an object's temperature changes over time when heated or cooled. (Phys/E/SCT2)</p> <p>Explain how a method of thermal insulation works in terms of conduction, convection and radiation. (Phys/E/CS2)</p> <p>Sketch diagrams to show convection currents in unfamiliar situations. (Phys/M/EM1)</p>	<p>Separating mixtures Explain how substances dissolve using the particle model. (Chem/PIS2)</p> <p>Use the solubility curve of a solute to explain observations about solutions. (Chem/PIS2)</p> <p>Use evidence from chromatography to identify unknown substances in mixtures. (Chem/PIS1, 4)</p> <p>Choose the most suitable technique to separate out a mixture of substances. (Chem/PIS4, 5)</p> <p>Respiration Use word equations to describe aerobic and anaerobic respiration. (Bio/MCE/CR2)</p> <p>Explain how specific activities involve aerobic or anaerobic respiration. (Bio/MCE/CR1, 3, 4)</p>
History	WW1	WW2	Great Fire of London	Impact of the Steam Engine	Racial Equality in USA	Cold War
	Who was involved?	How did WW2 link to WW1?	What caused the fire?	How was the steam engine invented?	What was life like in the 19 th Century in the southern states of America?	What is a cold war?
	How did it start?	Main differences in weapons used	Why was this fire so significant?	How did it change the shipping industry?	Who was Rosa Parks?	Who was involved?
	What was the Call to Arms?	What happened at Dunkirk, Pearl Harbour?	How did it harm the economy? (2)	How were railways improved with the steam engine?	Who was Martin Luther King?	Why were two countries in conflict?
	What was trench warfare?	Should America have dropped the bomb?		Who was Isambard Kingdom Brunel?	What is it like today?	Is it still happening today?

Year 8 Overview

	What is armistice? (4)	What was the Holocaust? (4)		Local History (3, 5)	(5)	
Geography <i>LK taught throughout</i>	Weather and Climate What is weather/climate? Why does it differ around the world? What is extreme weather? (PK1, HPG1, GSF1)	Urbanisation What are urban areas? Why are they located in certain areas? What are urban areas like to live in? (GSF1, HPG2, HPG3, GSF2,4)	Russia How big is Russia? What are the different areas like in Russia? What is Russia's physical geography like? (HPG1,2, GSF1, PK1)	Natural Hazards What are natural hazards? Where do they occur? How do they effect rich and poor countries? Can we predict them? (PK1, HPG1, GSF1,2,3)	Earth's Resources What resources do we need? Where do we get them from? What will happen if they run out? (PK1, HPG2,3, GSF1,2)	Coasts How are coasts shaped? What do we use the coast for? How do we protect the coast? What is the future of our oceans? – pollution (HPG1,2,3, GSF2)
Art	Basic Skills Formal Elements Skills: Using line, tone, colour, space, shape, pattern. Study a selected image Team/paired exercise – Taking Turns to develop unique artwork Comparison made to the Formal Elements, abstract art Kazimir Malevich, Alexander Calder and Piet Mondrian AT- 1,2,3	Graphics and Design Mobile Phone Cover Focusing on using the Formal Elements Skills: Studying an artist and recording observations and understandings. Links made to the famous, fashion logo's, films/movies, gaming (PC/PS4/X-box), literature (Harry Potter/Marvel/DC) and Pattern (irregular and regular) AT- 1,2,3,4,5	Design Techniques Mobile Phone Cover Skills: Printmaking, recessing and raising up a design. Studying image and design. Looking and studying the illusion based Artwork of Carl Cashman AT- 1,2,3,4	Portraiture Consider the portrait through history. From pre-Henry VIII, to the Queen Elizabeth II Skills: Using a mirror to record. Looking at the structure and formation of the face. Portraiture - recording the observed (3-D) 1 stage at a time – mouth, nose, ears and eyes Exploring and Investigating The original Mona Lisa (Leonardo da Vinci), the North European Mona Lisa (Jan Vermeer) and the Afghanistan Mona Lisa (Steve McCurry). AT- 1,2,3,4,5	Portraiture Exploration Looking at the image and self-image and the Selfie Discuss expression, mood and feelings Looking at Shepard Fairey Portraits, from Andre the Giant, to Obey and the HOPE presidential poster. Compare with Russian Constructivist and North Korean political artwork Skills: Using a mirror to record. Photography of the face and digitally manipulating an image. Using the app HOPE AT- 1,2,3,4,5	Still life/Observation Using the skills from the year Present and portray a final piece. Skills: Formal Elements, image manipulation. Select someone of fame and research. AT- 1,2,3,4,5
Design Technology	Wooden planter project part 1 Health & Safety and recap on workshop routines Introduction of wooden planter project linked to a designer or design era which will influence their design decisions Students will learn, develop and record new practical knowledge through FPT's (M1,2 TK1)	Wooden planter project part 2 Research of designer or design era. Design generation and selection Use of CAD CAM and traditional workshop skills Learning how to use the vacuum former and learning about applied finishes Evaluation of project (D1,2,3,5 E1,3)	Steady hand game part 1 Introduction to Steady hand game project Students will learn to develop traditional workshop skills. Basic electronic circuits and symbols. Learning about soldering. Research into existing products (D1,2,3,4,5 M1)	Steady hand game part 2 <i>Clear design process followed for the design of the wire and decoration and theme of the game</i> <i>Construction of the game</i> <i>Applied finishes</i> <i>Testing and evaluation of project</i> (M2 E2,3 TK1,3,4)	Drawing systems part 1 Introduction of 2D and 3D drawing project looking at 1 & 2 point perspective and orthographic and isometric projections Students will learn and practice skills to present their work and ideas better and in an industrial recognised format. Students will research designers that use similar drawing systems in their work. (M1,2 D2,3,5 E1,4)	Drawing systems part 2 FPT's in drawing skills Design and develop a 2 point perspective drawing of a street scene. Transfer skills and knowledge into 2D design and google sketch up through FPT Evaluation of project (TK1 E3,4)
Computing	Programming quizzes and calculators What is a variable? What is a procedure and a function? What is a flowchart? C3 C1 C2	Minecraft How is Minecraft coded? What is the effect when I change code? C3 C6 C7 C8	Mobile devices What is an HCI and can I make one? How were mobile phones invented? What will future technology look like? C7 C8 C6 C5	Operating systems Which is the best operating system? How can I manage my files efficiently? Can I use the Internet to find things out and present the results? C7 C8 C5	Robots Can I create a video? How does binary work? How does the Mars Rover robot work? C7 C8 C4 C6 C1 C2	How computers work How do digital devices connect to the Internet? How do computers sort information? Is a computer really smart? C4 C5 C6 C1 C2

Year 8 Overview

Music	'Classical Music'	Silent Movies (Heroes and Villains)	The Blues	'Carnival'	'History of Pop Music'	'Song Writing'
	<p>Listening to and evaluating Classical Music. (AT5) (AT6)</p> <p>Introduction to black notes on the keyboard</p> <p>Exploring and applying The Triad</p> <p>What is a Chord?</p> <p>Tones and Semitones</p> <p>(AT3)(AT4)</p> <p>Performing 'Fur Elise' on the keyboard with two hands (AT1)</p>	<p>Listening to and evaluating Film Music (Silent Movies) (AT5) (AT6)</p> <p>Introducing and applying the Leitmotif Compound Time Signatures</p> <p>Accidentals</p> <p>Sound Effects (Keyboard and other instruments or objects) (AT2) (AT4)</p> <p>Composing and Performing music for individual storylines (storyboarding) (AT1) (AT2) (AT3)</p>	<p>Listening to and evaluating Blues Music (AT5) (AT6)</p> <p>Applying and performing a melody, chords and a Walking Bass (AT1) (AT2) (AT3) (AT4)</p> <p>Song Writing/Singing: Composing and Performing Blues Lyrics (AT1) (AT2) (AT3)</p>	<p>Understanding and applying the rhythms and structures of Samba Music (AT5) (AT6)</p> <p>Ensemble Playing</p> <p>Classroom Ensemble</p> <p>Using Movement</p> <p>Improvisation (AT1) (AT2)</p>	<p>Listening to and evaluating The History of Pop Music (Jazz-Present Day)</p> <p>Research on chosen style, genre, artist)</p> <p>PowerPoint (AT5) (AT6)</p> <p>Own Choice of Music to source and learn.</p> <p>Solo Performance (keyboard/ukulele)</p> <p>Independent Learning (AT1) (AT3) (AT4)</p>	<p>Compose in different styles</p> <p>Writing own song lyrics appropriate to genre</p> <p>Composing melody (main tune)</p> <p>Composing chords and rhythms (accompaniment)</p> <p>(AT1) (AT3) (AT5) (AT6)</p> <p>Structured Rehearsals Public Performance (AT1)</p> <p>Evaluation</p>
Food Tech	<p>All pupils set themselves a personal target.</p> <p>All Pupils should have a clear understanding of H&S in the food room.</p> <p>Pupils know where equipment is kept in the classroom.</p> <p>Pupils identify equipment and label it.</p> <p>Tortilla Cups H&S, Hygiene, Preparation of Ingredients Chopping, Bridge, Baking, turning on the oven, cracking an egg, using the hob, grating, handling raw meat, frying</p> <p>All pupils should have an understanding about Salmonella and eggs.</p> <p>Pupils learn how to use the oven safely and crack an egg.</p> <p>Breakfast Tortilla H&S, Hygiene, Preparation of Ingredients, Grilling, seasoning, slicing, and using the hob. Build on having an understanding about Salmonella and eggs.</p> <p>Handling raw meat and using the correct equipment e.g red chopping board. Food safety with handling meat.</p> <p>Introduction to using a food probe correctly.</p>	<p>Pupils to be given opportunity to reflect on their learning and say what was positive and areas that need improvement.</p> <p>Pupils to have more of an understanding of how pizzas have become a popular fast food, the origins of pizza. How pizza is made.</p> <p>Mini Carrot Cake H&S, Hygiene, Introduction to Food, Preparation of Ingredients, Cracking eggs, Grating, Folding, Mixing, Baking, Icing Carrots.</p> <p>A range of practical skills will be repeated to secure knowledge and new skills will be tried.</p> <p>Electrical equipment used for grating health and safety.</p> <p>Decorating cakes with carrot shaped icing and dying icing with food colouring.</p> <p>Macaroni Cheese H&S, Hygiene, Introduction to Food, Preparation of Ingredients, Grating, Roux Method, Using the hob and Grill, Boiling, Draining.</p> <p>A range of practical skills will be repeated to secure knowledge and new skills will be tried.</p> <p>Roux method using the hob and becoming confident in using the oven.</p> <p>To have an understanding of the design process.</p> <p>To demonstrate pupil's knowledge.</p> <p>To write a questionnaire with multiple choice answers to focus data.</p>	<p>Bread Based Pizza H&S, Hygiene, Preparation of Ingredients, Weighing, Bread work, Yeast, Knife Skills, Claw Grip, Bridging Grip, Peeling, Kneading, and Using the Oven. To learn about the bread making process, raising agents and yeast.</p> <p>Timing their cooking</p> <p>Experimenting with ingredients and shapes of the pizza.</p> <p>Scone Based Pizza H&S, Hygiene, Introduction to Food, Preparation of Ingredients, Knife Skills, Claw Grip, Bridging Grip, Peeling, Glazing, Sieving, Using the Oven, Rubbing in. Own Design. To secure methods used in making savoury scones. Timing cooking's.</p> <p>Experimenting with ingredients and shapes of the pizza.</p> <p>Product Disassembly Bread Types –</p> <p>To have a better understanding of reading food packaging.</p> <p>To have a better understanding about the weights of toppings.</p> <p>To complete a taste testing chart to compare data and develop knowledge on sensory analyse words.</p>	<p>To use the research, data collected to come up with a design</p> <p>To create a pizza following own ideas and designs fairly independently.</p> <p>Securing skills learn in previous lessons.</p> <p>Prototype One H&S, Hygiene, Preparation of Ingredients, Weighing, Bread work, Yeast, Knife Skills, Claw Grip, Bridging Grip, Peeling, Kneading, and Using the Oven, Own Design.</p> <p>To evaluate and reflect on pupil's pizza and their work.</p> <p>To create and adapt a pizza following own ideas and designs fairly independently.</p> <p>Securing skills learn in previous lessons.</p>	<p>Prototype Two H&S, Hygiene, Preparation of Ingredients, Weighing, Bread work, Yeast, Knife Skills, Claw Grip, Bridging Grip, Peeling, Kneading, and Using the Oven, Own Design and adaptations.</p> <p>Bolognese Sauce with Pasta H&S, Hygiene, Preparation of Ingredients, Frying, simmering, handling raw meat, boiling, chopping, seasoning, portion control.</p> <p>Securing skills and building confidence in using the hob.</p> <p>Learning about food hygiene, colour coded equipment when using raw meat.</p>	<p>Jammie Dodgers H&S, Hygiene, Preparation of Ingredients, using the food processor, using the hob, rubbing in, creaming, presentation, thicken jam with heat.</p> <p>Securing Creaming method.</p> <p>Making biscuits</p> <p>Using the hob</p> <p>Jam Tarts with Seasonal Fruit H&S, Hygiene, Preparation of Ingredients, weighing, Rubbing in, Handling Hot Jam, Timing Cooking, Rolling out pastry. Securing rubbing in method.</p> <p>Making pastry.</p> <p>Seasonal fruits</p> <p>Securing using hot jam and boiling point.</p> <p>Pupils will reflect and evaluate their practical work and performance. Students will review their performance and set simple targets for improvements against the National Curriculum.</p> <p>To learn about the importance of food hygiene, high risk foods, washing your hands</p>
Citizenship <i>Link to Dynamic Learning</i>	Rules, Fairness, Rights and Responsibilities	Communities and Identities	Laws and the Justice System	Managing Money	Liberty and Freedom	Parliamentary Democracy (cont.)
	What rights should all children have? Pg.14	How can communities get along better? Pg32	What happens to young offenders? Pg.48	What's the best way to pay for things? Pg.64	How free should the press be? Pg.82	Parliamentary Democracy



Year 8 Overview

<p>Using Citizenship Education for KS3</p>	<p>What responsibilities do we have to each other? Pg.16</p> <p>Having a say Pg.18</p>	<p>Community Services Pg.34</p>	<p>The youth court Pg.50</p> <p>Sentencing Pg.52</p> <p>Inside a young offender's institution Pg.54</p>	<p>Borrowing money Pg.66</p> <p>How can I keep control of my money? Pg.70</p>	<p>Who's watching you? Pg.86</p>	<p>How does the system of parliamentary democracy fit together? Pg.102</p> <p>Political parties Pg.104</p> <p>Political parties in the UK Pg.106</p> <p>Should 16 year olds be given the vote? Pg.110</p> <p>How do you become a Member of Parliament (MP)? Pg.108</p> <p>What does an MP do? Pg.112</p>
<p>PSHE/ SRE Using PSHE Education for KS3</p>	<p>Introducing PSHE Education Pg.12</p> <p>Review the changes you have experienced in the last year.</p> <p>Suggest ways of supporting pupils who are new to the school.</p> <p>Identity Pg.114</p> <p>Think about the roles and responsibilities of parents, carers and children in families. Consider how relationships can be built. Practice the social skill of appreciation within relationships.</p>	<p>Relationships and Sex Education Facts Pg. 21</p> <p>Examine some facts and myths about contraception.</p> <p>Investigate a variety of contraception.</p> <p>Consider what advice you could give young people wanting to learn about contraception.</p> <p>Learn the meanings of HIV and AIDS.</p> <p>Research some facts about HIV and AIDS.</p> <p>Discuss how people can be affected by prejudice and how this might be challenged.</p> <p>Relationships and Sex Education Feelings Pg.34</p> <p>Learn that friendships affect everything we do.</p> <p>Understand that positive friendships are important in our lives.</p> <p>Understand that friendships can cause strong feelings and emotions.</p>	<p>Risk and Safety Pg.96</p> <p>Learn about 'risking on purpose'.</p> <p>Practice assessing and managing risk.</p> <p>Think about balancing health and safety with personal choice.</p> <p>Discuss your understanding of what 'gambling' means.</p> <p>Consider the risks attached to gambling.</p> <p>Explore attitudes to gambling and gamblers.</p> <p>Drugs Pg.50</p> <p>Think about the different ways we view people who use drugs.</p> <p>Learn how drugs affect physical, mental and emotional health.</p> <p>Learn that there is help and support available for people who have problems with drugs.</p>	<p>Emotional Wellbeing Pg.65</p> <p>Learn how our mental and emotional health affect our ability to lead fulfilling life.</p> <p>Learn that there is help and support available when our mental health is threatened.</p> <p>Find out how and when to get help.</p> <p>Recognise that the way in which you see your personal qualities, attitudes, skills and achievements affects your confidence and self-esteem.</p> <p>Reflect on your own personal strengths and achievements.</p> <p>Learn about resilience and how it can help you.</p> <p>Look at how the way you see and feel about yourself is affected by a range of factors.</p> <p>Look at differences between people and explore what 'empathy' means.</p> <p>Healthy Lifestyles Pg.82</p> <p>How to make decisions that affect your health.</p> <p>About choices you can make to keep healthy.</p>	<p>Planning for the Future Pg.150</p> <p>How we think about our abilities and how others regard our abilities.</p> <p>About self-confidence and getting to know ourselves.</p> <p>How to get the tools for a successful future.</p> <p>The importance of thinking about the future today.</p> <p>Consider factors that may motivate your career choices.</p> <p>Plan for the future with confidence.</p>	<p>Money and Me Pg.162</p> <p>Some of the reasons why we spend money.</p> <p>How we choose to support different kinds of shops.</p> <p>How price and competition affect our consumer decisions.</p> <p>How our consumer decisions affect other people.</p> <p>Communities Pg.126</p> <p>Examine the communities that you belong to.</p> <p>Explore similarities and differences between yourself and others.</p> <p>Consider how you can learn about and value the similarities between people.</p> <p>Think about the communities you belong to.</p> <p>Identify some guidelines for successful community life.</p> <p>Consider the qualities that improve community life.</p> <p>Consider problems from more than one point of view.</p> <p>Learn about the importance of talking and negotiating in solving problems.</p> <p>Look at the role of mediation in problem solving.</p>
<p>Beliefs and Values</p>	<p>Authority AT1b</p> <p>What is authority?</p> <p>Where does Authority come from?</p> <p>Why does Authority matter? All one lesson</p> <p>What makes a good leader?</p> <p>What is religious authority?</p>	<p>Authority AT2b</p> <p>Do Muslim women have to wear the veil?</p> <p>Where does Authority come from for Christians?</p> <p>How do Christians understand the Bible? How do Christians use the Bible today?</p> <p>How and why do Christians pray?</p> <p>How did Archbishop Romero live out his life?</p>	<p>Equality AT1a</p> <p>Are all people created equal?</p> <p>Where is there inequality in the world?</p> <p>How does religion respond to inequality?</p> <p>Equality in Sikhism.</p> <p>Who was Guru Nanak?</p> <p>What is a Gurdwara?</p>	<p>Equality AT2f</p> <p>What is the Khalsa?</p> <p>What are the 5ks?</p> <p>What is the Golden temple?</p> <p>What is Peace?</p> <p>How can conflict be reconciled?</p> <p><u>AT1b AT2d</u></p>	<p>Religion and Science AT1a</p> <p>What is truth?</p> <p>How are religious and scientific truths different?</p> <p>How do religion and Science disagree?</p> <p>Can religion and Science agree?</p> <p>How do Buddhists answer Scientific questions?</p>	<p>Religion and Science AT2e</p> <p>What is life?</p> <p>Are things connected?</p> <p>What is a human being?</p> <p>What is time?</p> <p>What happens after death?</p> <p><u>At1e AT2d</u></p>

Year 8 Overview

	<p>Where does authority come from for Muslims?</p> <p>What is the Quran and how is it used in worship?</p> <p>Why are there 99 names of Allah?</p> <p>Do we do the same?</p>	<p>What is the common heritage of Christians and Muslims?</p> <p>How do Humanists make moral decisions?</p>	<p>AT1a AT2b</p>		<p>At1d at2a</p>	
MFL	<p>All About Me FCSE</p> <p>Personal descriptions of self, family and friends:</p> <ul style="list-style-type: none"> - Name - Age - Appearance - personality - nationality <p>Family members:</p> <ul style="list-style-type: none"> - parents - Brothers and Sisters - pets - opinions and reasons. <p>Friends:</p> <ul style="list-style-type: none"> - descriptions - activities together. <p>Relationships:</p> <ul style="list-style-type: none"> - reasons for arguments - past relationships - future relationships - marriage and divorce. <p>NC Link – Express and develop ideas clearly with increasing accuracy. Take part in discussions about wider issues.</p>	<p>Food & Drink FCSE</p> <p>Food:</p> <ul style="list-style-type: none"> - items - meals - menus - tastes - recipes - ingredients - party / fast / regional food - preparing food - school canteen - cookery classes / cooking at home - eating habits / diets - opinions and reasons. <p>Drinks:</p> <ul style="list-style-type: none"> - party drinks - cocktails - opinions and reasons. <p>Eating out:</p> <ul style="list-style-type: none"> - cafés - restaurants - ordering / menus - advertisements - reviews / complaining - opinions and reasons. <p>Shopping:</p> <ul style="list-style-type: none"> - shops / markets / internet shopping - lists / prices / special offers - quantities - shopping habits - opinions and reasons. <p>NC Link – Use important social conventions. Translate short written text into English.</p>	<p>Sports & Hobbies FCSE</p> <p>Hobbies</p> <ul style="list-style-type: none"> - general activities - new activities - costs - times - opinions and reasons. - <p>Sports:</p> <ul style="list-style-type: none"> - activities - clubs - leisure centre - opinions and reasons. - <p>Cinema and theatre:</p> <ul style="list-style-type: none"> - visits - opinions and reasons. <p>Television:</p> <ul style="list-style-type: none"> - types of programmes - frequency - opinions and reasons. <p>Music:</p> <ul style="list-style-type: none"> - favourite type - festivals - opinions and reasons - instruments. <p>Going out:</p> <ul style="list-style-type: none"> - invitations - excuses. <p>Computers:</p> <ul style="list-style-type: none"> - internet. <p>NC Link – Develop and use a wide-ranging and deepening vocabulary. Give and justify opinions.</p>			
PE	<p>Football</p> <p>What are the main skills?</p> <p>Attacking and defending strategies?</p> <p>Shooting and goalkeeping skills.</p> <p>Teamwork and ‘fair play’</p> <p>Officiating?</p> <p>Some pupils may want to attend Football Club and play for the school team. AT1/AT5/AT6</p>	<p>Basketball</p> <p>What are the main skills?</p> <p>Attacking and defending strategies?</p> <p>Shooting skills ‘set shot’ and ‘layup shot’</p> <p>Teamwork and ‘fair play’</p> <p>Officiating?</p> <p>Scoring?</p> <p>Some pupils may want to attend Basketball Club and play for the school team. AT1/AT2/AT6</p>	<p>Fitness Circuits</p> <p>Why is exercise important?</p> <p>Hygiene when exercising</p> <p>Safety when exercising.</p> <p>How can we use music in a warm up...can you come up with a warm up routine?</p> <p>Can I devise my own fitness programme? AT3/AT5</p>	<p>Short Tennis</p> <p>Racket skills and working over a net. SAFETY</p> <p>Explore the skills of the game.</p> <p>What rules shall we use?</p> <p>How shall we score the game?</p> <p>What are the differences between indoor and outdoor tennis?</p> <p>BOCCIA Practice/play/select team for Inter-Homebase Competition. AT1/AT5/AT6</p>	<p>Volleyball/Uni-Hockey</p> <p>Do you have the confidence to try a new sport?</p> <p>Do we have any skills we have learnt already?</p> <p>Practice and play refining technique where possible.</p> <p>Some pupils may have the opportunity to try GOLF- Andy Fox specialist tutor and potential trip to local Golf Club. AT1/AT2/AT6</p>	<p>Athletics</p> <p>What activities are included in Athletics?</p> <p>What is the difference between individual/team sports?</p> <p>How can we improve our technique?</p> <p>Rules and measuring for each event?</p> <p>What is a PB? How can we improve it?</p> <p>Officiating in sport?</p> <p>Pupils will then go on to use their skills in the Sports Day/Afternoon event. AT2/AT5/AT6</p>



Year 8 Overview

Life Skills	See Separate Planning					
Wow Weeks		Performances	Presentations		STEM Week	Art Week