










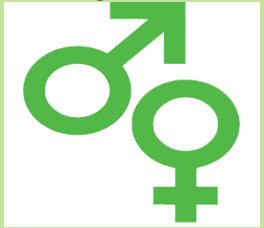











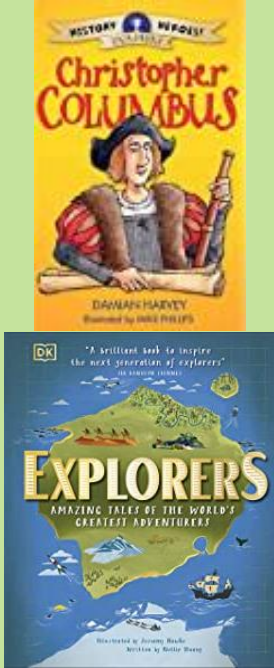

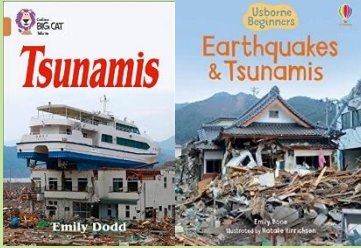


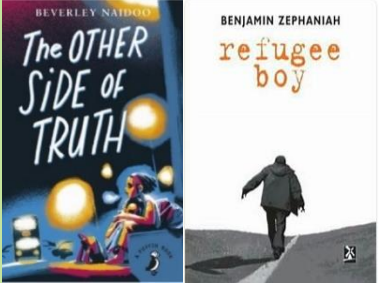
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Whole School Mental Health and Wellbeing (Whole School Approach)						
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
School Values						
Termly and Assembly Themes	Kindness Stay connected to those you care about. Being kind to one another what does that look like? Being kind to yourself and the school community Protected Characteristics Race 	Community Actively care for others What are our communities? How can we support our school community and each other Protected Characteristics Disability 	Respect Be proud of your very being. Take a break. Respecting each other's views Respecting our community and school Respecting each other Sportsmanship Protected Characteristics Religion and Beliefs  Sex 	Relationships Talk about your feelings Ask for help Positive healthy relationships. Protected Characteristics Marriage and Civil Partnerships  Protected Characteristics Sexual Orientation 	Happiness Do something that you enjoy and are good at. Celebrating achievements Supporting each other's achievements Being positive and positive emotions and well being Protected Characteristics Age  Gender Reassignment 	Health Keep yourself Hydrated! Keep active in Mind and Body How to get help Healthy choices Protected Characteristics Pregnancy and Maternity 

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Skills Builder / Social Interaction Step 7			 	 		
Skills Builder Step 6 Training Area - Skills Builder Hub Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)	<p>I show I am listening by how I use eye contact and body language.</p> <p>The building blocks of this step are learning how to:</p> <p>Use eye contact as a sign of engagement</p> <p>Use appropriate body language to show engagement</p> <p>Reflection questions</p> <p>Why do you think eye contact is important to show you are listening?</p> <p>How do you feel when someone is not making eye contact when you are speaking?</p> <p>What does positive body language look like?</p> <p>What is the effect of positive body language?</p> <p>What do you do already to show you are interested?</p>	<p>I keep trying when something goes wrong and encourage other to keep trying too.</p> <p>The building blocks of this step are learning:</p> <p>How motivation can change when something goes wrong</p> <p>How to encourage others to remain motivated and keep trying</p> <p>Reflection questions</p> <p>What is motivation?</p> <p>How does motivation change when something goes wrong?</p> <p>How can you remain motivated in the face of setbacks?</p> <p>How can you encourage others to keep trying too?</p>	<p>I contribute to group decision making</p> <p>The building blocks of this step are learning:</p> <p>What is group decision making</p> <p>How to make good contributions in group decision making</p> <p>Reflection questions</p> <p>What is meant by group decision making?</p> <p>How can you make good contributions to group decision making?</p> <p>What are things to avoid?</p> <p>I speak effectively by using appropriate tone, expression and gesture.</p> <p>The building blocks of this step are learning:</p> <p>What tone is, and how it varies.</p> <p>What expression is, and how it varies</p> <p>How do gestures vary, and what is appropriate?</p> <p>Reflection questions</p> <p>What is tone, and how can it vary?</p> <p>Why is tone an important part of speaking?</p>	<p>I manage group discussions to reach shared decision</p> <p>The building blocks of this step are learning:</p> <p>How to organise a meeting</p> <p>What different roles exist in a meeting</p> <p>How to chair a meeting</p> <p>Reflection questions</p> <p>What do you need to do to plan a good meeting?</p> <p>How do you make sure everyone has a chance to contribute their ideas?</p> <p>How to you get to decisions?</p> <p>Have you had experience of bad meetings? What went wrong?</p> <p>I set Goals myself</p> <p>The building blocks of this step are learning:</p> <p>How to set goals in a stretch zone</p> <p>How to know if a goal has been achieved</p> <p>Reflection questions</p> <p>What is a goal?</p> <p>How can we set goals in our stretch zone?</p> <p>Can you give examples of when you've done this?</p> <p>How can you tell if a goal has been achieved?</p> <p>How do goals and success criteria fit together?</p>	<p>I explore complex problems by identifying when there are no simple technical solutions.</p> <p>The building blocks of this step are learning:</p> <p>How to identify complex problems</p> <p>How to work with complex problems</p> <p>Reflection questions</p> <p>What sort of problems are most difficult to solve?</p> <p>What do you think complex problems are?</p> <p>Can you give any examples?</p> <p>How can we solve complex problems?</p> <p>What should we do? What should we not do?</p>	<p>I use creativity in the context of work</p> <p>The building blocks of this step are learning:</p> <p>What is creativity, and why it is valuable</p> <p>How creativity can be used across work</p> <p>Reflection questions</p> <p>What is creativity?</p> <p>Why is creativity important?</p> <p>How is creativity useful in doing your work?</p> <p>Can you give examples of how you use creativity in your work?</p>

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			<p>What is meant by your expression? How does expression affect the meaning of what someone is saying? What is meant by gesture? What do we learn from the gestures someone makes?</p>	<p>Why can numbers help you measure a goal?</p>		
<p>Planning To be submitted First Friday Back from The School Holiday There are 2 templates choose which template you prefer. Staff planning 2023-2024</p>						
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Core Text Text Outcomes Fiction Non-fiction</p>	<p>Discovering America</p>	<p>Save the Planet</p>	<p>Terrible Tsunamis</p>	<p>Weired World</p>	<p>Mystery</p>	<p>Coming to Britian</p>
						
<p>Writing Purpose & Genre</p>	<p>F : Biography of a traveller NF : Recipe using newly discovered American food</p>	<p>F : Comic strip quest story NF : Animal diary</p>	<p>F : Disaster and rescue 3 part story NF : Extreme weather leaflet</p>	<p>F : Ode poetry NF : Setting explanation text</p>	<p>F : Play scene NF : Response to an argument about treatment of criminals</p>	<p>F : Flashback story NF : Non-chronological report about slave trade</p>
<p>Reading</p>	<p>Discovering The World</p>		<p>Weird World</p>		<p>Save the Planet!</p>	

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Text Outcomes Fiction Non-fiction						
Writing Purpose & Genre	F : Biography of traveller NF : Guide to packing list on an expedition		F : Calligram poetry NF : Setting explanation text		F : Comic strip quest story NF : Animal diary	
Maths	Follow White Rose Scheme of Work Maths Whole School Long Term Overview.docx (sharepoint.com)					
	Working in the Cartesian plane 7-9 Representing data 10-11 The data handling cycle 7-10	The data handling cycle 7-10 Multiplying and dividing fractions 5-6 Multiplicative change 3-4	Fractions and percentages 7-9 Measures of location 11-12 Tables and probability 12	Brackets, equations and inequalities 1-4 Ratio and scale 1-2 Sequences 5 Indices 6	Brackets, equations and inequalities 1-4 Angles in parallel lines and polygons 1-3	Area of trapezia and circles 4-5 Line symmetry and reflection 6 Number sense 12 Standard index form 10-11
Science	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) 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) Breathing Explain how exercise, smoking and asthma affect the gas exchange system. (Bio/SFLO/GES3) Explain how the parts of the gas exchange system are adapted to their function. (Bio/SFLO/GES1) Explain observations about changes to breathing rate and volume. (Bio/SFLO/GES2)	Periodic Table Use data to describe a trend in physical properties. (Chem/PT1, 5, 6) Describe the reaction of an unfamiliar Group 1 or 7 element. (Chem/PT4) Use data showing a pattern in physical properties to estimate a missing value for an element. (Chem/PT1) Use observations of a pattern in chemical reactions to predict the behaviour of an element in a group. (Chem/PT2, 3) Elements Name compounds using their chemical formulae. (Chem/AEC3) Given chemical formulae, name the elements present and their relative proportions. (Chem/AEC3) Represent atoms, molecules and elements, mixtures and compounds using particle	Digestion Describe possible health effects of unbalanced diets from data provided. (Bio/SFLO/ND1, 3) Calculate food requirements for a healthy diet, using information provided. (Bio/SFLO/ND2) Describe how organs and tissues involved in digestion are adapted for their role. (Bio/SFLO/ND4) Describe the events that take place in order to turn a meal into simple food molecules inside a cell. (Bio/SFLO/ND5) Light Use ray diagrams of eclipses to describe what is seen by observers in different places. (Phys/W/LW4) Explain observations where coloured lights are mixed, or objects are viewed in different lights. (Phys/W/LW6) Use ray diagrams to describe how light passes through lenses	Magnetism Use the idea of field lines to show how the direction or strength of the field around a magnet varies. (Phys/EE/M2) Explain observations about navigation using Earth's magnetic field. (Phys/EE/M3) Gravity Explain unfamiliar observations where weight changes. (Phys/SP1) Draw a force diagram for a problem involving gravity. (Phys/SP1) Deduce how gravity varies for different masses and distances. (Phys/SP1) Compare your weight on Earth with your weight on different planets using the formula. (Phys/SP1) Universe Describe the appearance of planets or moons from diagrams showing their position in	Heating and Cooling Explain observations about changing temperature in terms of energy transfer. (Phys/E/SCT2, M/EM2) Describe how an object's temperature changes over time when heated or cooled. (Phys/E/SCT2) Explain how a method of thermal insulation works in terms of conduction, convection and radiation. (Phys/E/CS2) Sketch diagrams to show convection currents in unfamiliar situations. (Phys/M/EM1) Separating mixtures Explain how substances dissolve using the particle model. (Chem/PIS2) Use the solubility curve of a solute to explain observations about solutions. (Chem/PIS2) Use evidence from chromatography to identify	

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	Explain how changes in volume and pressure inside the chest move gases in and out of the lungs. (Bio/SFLO/GES2)	diagrams. (Chem/AEC1, 2) Use observations from chemical reactions to decide if an unknown substance is an element or a compound. (Chem/AEC2) 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) Show how energy is transferred between energy stores in a range of real-life examples. (Phys/E/ECT2) Calculate the useful energy and the amount dissipated, given values of input and output energy. (Phys/E/ECT1, CS1) Explain how energy is dissipated in a range of situations. (Phys/E/CS2,3)	and transparent materials. (Phys/W/LW3) Describe how lenses may be used to correct vision. (Phys/W/LW5)	relation to the Earth and Sun. (Phys/SP2) Explain why places on the Earth experience different daylight hours and amounts of sunlight during the year. (Phys/SP3) Describe how space exploration and observations of stars are affected by the scale of the universe. (Phys/SP24) Explain the choice of particular units for measuring distance. (Phys/SP4)	unknown substances in mixtures. (Chem/PIS1, 4) Choose the most suitable technique to separate out a mixture of substances. (Chem/PIS4, 5)	
PE	Team Building	Games: Invasion Basketball	Invasion Tag Health & Fitness	Invasion Football Games Net/Wall Badminton	Athletics Games Invasion Football	Games: Strike / Field Athletics
Outdoor Education						
Personal Development Citizenship Using Citizenship Education for KS3  Purple Exercise book	Rules, Fairness, Rights and Responsibilities What rights should all children have? Pg 14 What responsibilities do we have to each other? Pg 16 Having a say Pg 18	Communities and Identities How can communities get along better? Pg 32 Community Services Pg 34 Living in the Wider World Careers Equality of opportunity in careers and life choices, and different types and patterns of work. Planning for the Future What are my aspirations? Pg 158 – 159 How do I work best with others? Pg160 – 161 Skills for working with others Pg 162 – 163 Goal Setting Pg164 -167	Laws and the Justice System What happens to young offenders? Pg 48 The youth court Pg 50 Sentencing Pg 52 Inside a young offender's institution Pg 54	Managing Money What’s the best way to pay for things? Pg 64 Borrowing money Pg 66 How can I keep control of my money? Pg 70	Liberty and Freedom How free should the press be? Pg 82 Who’s watching you? Pg 86	Parliamentary Democracy (cont.) Parliamentary Democracy How does the system of parliamentary democracy fit together? Pg 102 Political parties Pg 104 Political parties in the UK Pg 106 Should 16 year olds be given the vote? Pg 110 How do you become a Member of Parliament (MP)? Pg 108 What does an MP do? Pg 112
PSHE PSHE Framework	Self-Awareness PSHE Association planning framework for SEND -	Self-Care, Support and Safety	Changing and Growing	Managing Feelings	Healthy Lifestyles	The World I Live In

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<p>PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk)</p>  <p>Purple Exercise Book / Folder</p>	<p>KS3 & 4 Pg 23</p> <p>SA1 - Personal strengths.</p> <p>SA2 - Skills for learning.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 25 - 26</p> <p>SSS1 - Feeling unwell.</p> <p>SSS2 - Feeling frightened/worried.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 32 – 33</p> <p>CG1 - Puberty.</p> <p>CG2 - Friendships.</p> <p>CG3 -Positive/unhealthy relationships.</p> <p>Managing Feelings</p> <p>PSHE Association planning framework for SEND - KS3 & 4 Pg 30</p> <p>MF1 - Self-esteem and unkind comments.</p> <p>MF2 - Strong feelings.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 30</p> <p>MF1 - Self-esteem and unkind comments.</p> <p>MF2 - Strong feelings.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 36</p> <p>HL1 - Elements of a healthy lifestyle.</p> <p>HL2 - Mental wellbeing.</p>	<p>PSHE Association planning framework for SEND - KS3 & 4 Pg 39</p> <p>WILI1 – Diversity, rights and responsibilities.</p>
<p>PSHE Additional Resources</p>	<p>Family Planning RSHE for Teachers (fpa.org.uk)</p> 					
<p>PD Whole School E-Safety Overview</p> <p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Toolkit Resources Year Group</p>	 <p>Managing Online Information</p>  <p>Privacy and Security</p>	 <p>Online Bullying</p>  <p>Online Relationships</p> <p>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</p>	 <p>Self-Image and Identity</p> <p>Safer Internet Day: https://saferinternet.org.uk/</p>	 <p>Copyright and Ownership</p> <p>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/</p>	 <p>Health, Well-being and Lifestyle</p>	 <p>Online Reputation</p>

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<p>PD Life Skills This will need updating to build on as year 7& 8 are doing most tasks</p>	<p>ASDAN life Skills Challenge Develop attention, communication and social interaction skills. Challenge reference: 3637 Lifeskills Challenge Develop attention, communication and social interaction skills - WTE1 Exploring Recycling Challenge reference: 2086 Lifeskills Challenge Exploring Recycling - WTE1 Working together create a space in school to recycle paper and rota for weekly paper collection. Over the school year. Budgeting my money Challenge reference: 1969 Lifeskills Challenge Budgeting my money - Entry 1</p>	<p>ASDAN Life Skills Challenge Safety around electricity Challenge reference: 7004 Lifeskills Challenge Safety around electricity - WTE1 Hazards in the kitchen Challenge reference: 1033 Lifeskills Challenge Hazards in the kitchen - WTE1 Basic home management and renovations Challenge reference: 6943 Lifeskills Challenge Basic home management and renovations - WTE1</p>	<p>ASDAN Life Skills Challenge Peer led cooking class Challenge reference: 6277 Lifeskills Challenge Peer led cooking class - Entry 2 Create simple dishes in the classroom, toasted sandwiches, sandwiches, preparing fruit, angel delight, Preparing a simple snack Challenge reference: 1035 Lifeskills Challenge Preparing a simple snack - WTE1</p>	<p>ASDAN Life Skills Challenge Understanding own personal hygiene Challenge reference: 1234 Lifeskills Challenge Understanding own personal hygiene - WTE1 ASDAN life Skills challenge Using medical services Challenge reference: 1568 Lifeskills Challenge Using medical services - WTE1 Bullying Challenge reference: 1154 Lifeskills Challenge Bullying - WTE1</p>	<p>ASDAN Life Skills Challenge Travelling in the local community Challenge reference: 2919 Lifeskills Challenge Travelling in the local community - Entry 1 ASDAN Life Skills Challenge Using public transport Challenge reference: 4918 Lifeskills Challenge Using public transport - Entry 1 ASDAN Life Skills Challenge In my community - using money Challenge reference: 4794 Lifeskills Challenge In my community - using money - Entry 1 ASDAN Life Skills Challenge Recycling Challenge reference: 2661 Lifeskills Challenge Recycling - Level 1</p>	<p>ASDAN Life Skills Challenge Participate in planning a celebration event. Challenge reference: 4939 Lifeskills Challenge Participate in planning a celebration event - WTE1 To invite one friend from another class to come and have a afternoon tea party. To invite parents in to celebrate pupils achievements and look at their books.</p>
<p>Careers</p> 	<p>Challenge Day Crime Scene Challenge - Skills Builder Hub These are all at different step levels to choose the right one for your group Understanding Different Jobs/Careers/Apprenticeships. Researching different careers and what experience, qualifications and skills are needed. Meet CSW talk about future and create transition plan. Preparing for adulthood through the EHCP</p>		<p>Challenge Tasks Maths in future jobs AET and Pinewood Year 8 resource CEC Resource Directory (careersandenterprise.co.uk) Understanding Different Jobs/Careers/Apprenticeships. Researching different careers and what experience, qualifications and skills are needed. Meet CSW talk about future and create transition plan. Preparing for adulthood through the EHCP Attend the careers fair / event</p>		<p>As a class Research in a wide range of jobs A-Z of Job Roles (SEND) - Overview.pdf (careersandenterprise.co.uk) A-Z of Job Roles (SEND) - Activity.pdf (careersandenterprise.co.uk) Pick one job and find out it. What skills do you need to complete this job. What qualifications do you need What makes you interested in this job What is the wages. Understanding Different Jobs/Careers/Apprenticeships. Researching different careers and what experience, qualifications and skills are needed. Meet CSW talk about future and create transition plan. Preparing for adulthood through the EHCP</p>	
<p>Employability Skills Computer/ Admin Skills</p>	<p>Microsoft 365 – OneDrive & Learning OneDrive help & learning (microsoft.com)</p>	<p>Microsoft 365 – Word help & Learning Word help & learning (microsoft.com)</p>	<p>Microsoft 365 – Outlook & Learning. Outlook help & learning (microsoft.com)</p>	<p>Microsoft 365 – PowerPoint Help & Learning PowerPoint help & learning (microsoft.com)</p>	<p>Microsoft 365 – Excel Help & Learning Excel help & learning (microsoft.com)</p>	<p>Microsoft 365 – Teams Help & Learning Microsoft Teams help & learning</p>

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Microsoft 365 help & learning Click on the icons to support learning Links to the main training / support. Target to groups needs for KS4 focus on skills for post 16 and employability to be supported through Personal Development Tasks	Getting started how to save work with organisation Using folders Clear naming And ordering using numbers e.g 00, 01, 02	Basic Changing Font and Sizing Bullet pointing Adding a image using text box Creating a table	Sending an email Marking emails as important Attaching a file Downloading a file from a email	Creating a PowerPoint adding more slides Using designer	Write a simple adding and subtracting formula. Getting started - Analyse and format in excel.	Make a teams call to one person Make a teams call to a small group of people.
RE Resources Explore RE Boost Book and teacher book Hodder Education Group Admin Hub Orange Exercise books	Unit 3 Islam 3.10 The 5 pillars 1 – daily life of a Muslim 3.11 The 5 pillars 2 – a year in the life of a Muslim 3.12 The 5 pillars 3 – experience of Hajj 3.13 Symbolism in Islam and Islamic art work 3.14 The Muslim moral code Extension Task 3.15 A Religion of giving 3.16 Celebrations in Islam – The Eid festival	Unit 4 Judaism 4.10 Founding Fathers of Judaism 2 – Moses 4.11 Celebrations in Judaism 1 – Pesach 4.12 Judaism in a daily life 4.14 Symbolism in Judaism 4.15 The Jewish Moral Code Extension Tasks 4.9 Founding Fathers of Judaism 1 – Abraham 4.13 The Jewish home and family 4.16 Celebrations in Judaism 2 - Sukkot	Unit 6 Hinduism 6.1 Hindu beliefs about God 6.2 Key Beliefs = Karma and Rebirth 6.3 Hindu Scriptures 6.4 Feature of Hindu temples 6.5 Worship at the temple 6.8 Symbolism in Hinduism 6.10 Significate places for Hindus 6.11 The Hindu Moral Code 6.12 Celebrations in Hinduism Extension Task 6.6 A Hindu home for worship 6.7 The four stages of life in Hinduism 6.9 Different Groups of Hinduism	Unit 5 Buddhism 5.1 The life of the Buddha 1 5.3 Different groups of Buddhists 5.4 Basic Beliefs 1 5.6 Buddhist scriptures 5.7 The Sangha and Monastic life 5.8 The temple around the world 5.9 Buddhist daily life and moral code 5.11 Symbolism in Buddhism 5.12 Celebration in Buddhism Extension Task 5.2 The life of the Buddha 2 5.5 Basic Beliefs 2 5.10 Significant places		
RE Nurture	Unit 3 Islam 3.10 The 5 pillars 1 – daily life of a Muslim 3.11 The 5 pillars 2 – a year in the life of a Muslim 3.12 The 5 pillars 3 – experience of Hajj 3.13 Symbolism in Islam and Islamic art work 3.14 The Muslim moral code	4.10 Founding Fathers of Judaism 2 – Moses 4.11 Celebrations in Judaism 1 – Pesach 4.12 Judaism in a daily life 4.14 Symbolism in Judaism 4.15 The Jewish Moral Code	6.1 Hindu beliefs about God 6.3 Hindu Scriptures 6.4 Feature of Hindu temples 6.5 Worship at the temple 6.8 Symbolism in Hinduism 6.11 The Hindu Moral Code	5.1 The life of the Buddha 1 5.4 Basic Beliefs 1 5.6 Buddhist scriptures (Make your own scriptures) 5.8 The temple around the world 5.11 Symbolism in Buddhism 5.12 Celebration in Buddhism		












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Resources to support						
Craft and Construction 2 Rotations of 18 weeks double lesson	Planter Health and safety ASDAN life Skills Challenge Health and Safety in Design Technology Challenge reference: 1017 Lifeskills Challenge Health and Safety in Design Technology - WTE1 Intro to project Marking and measuring	Learning about and using more complex hand tools focus on techniques and skills.	Research and design Looking at Charles Rennie Mackintosh for inspiration. 2D design and laser cutter Evaluation	Planter Health and safety Intro to project Marking and measuring	Learning about and using more complex hand tools focus on techniques and skills.	Research and design Looking at Charles Rennie Mackintosh for inspiration. 2D design and laser cutter Evaluation
Home Cooking Skills 2 Rotations of 18 weeks double lesson Needs updating						
History	The British Empire What was the British Empire? Why did Britain build an empire? Case Studies of Africa, India Should England Apologise? An Overview Create a timeline of key dates and events in the history of the British empire. What was the British Empire? - BBC Bitesize				The British Empire: The Slave Trade What is Slavery The slave traders - BBC Bitesize The Transatlantic slave trade. Life on a plantation Slavery: What are reparations and should they be paid? Slavery: What are reparations and should they be paid? - BBC Newsround The abolition of the slave trade in Britain The abolition of the slave trade in Britain - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize From your research write / record a statement on your opinion on reparations and payment.	India Independence Britain in India Indian independent movement Who is Gandhi and Jinnah

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Geography		<p>How do humans use our resources? Climate Change Climate migrants Extreme weather in the UK Challenges in Antarctica Challenges facing the planet - BBC Bitesize</p> <p>Write a post from your future self in 2080 about the change in the weather. You will need to pick a place and research the current temperature and then research into the temperature in 2080. Why has this happened? How does the climate affect your life. Is your quality of life better in the future or the past? Geography</p>	<p>Why can weather be hazardous? Learn about – Weather Hazards Plate Tectonics – earthquakes and Tsunamis Volcanoes What is a Tropical Storm and its impact? make a PowerPoint on a tropical storm, using photos, people's experiences. Climate change River Management Finishing Task – You are an emergency team ½ the class are going to deal with the immediate responses what would you do knowing a tropical storm is coming and during the storm to help civilians. Write a step-by-step plan The other ½ of the class look at the long-term effects and write a 5-year plan to recover the damage from the tropical storm and what prevention factors you can put in place. Responding to tropical storms guide for KS3 geography students - BBC Bitesize</p>	<p>How do humans use resources? The Aral Sea and global water supply compare the photos of before and now. Why has this happened? How to save water? Write an information leaflet on saving water. What is Fair Trade who sells fair trade food.</p> <p>Write an as a environmental policy. On an area that is important to you. From what you have learnt this year.</p>		
Creative Arts						
Art	<p>Sculpture</p> <p>Mask-Making Project Research into different African tribal masks.</p> <p>Exploring The History And Artistry Of African Masks (novica.com)</p> <p>Design and plan a range of masks, think about, the shape, colour, texture, patterns. Create a 3d full size mask.</p>	<p>Collage</p> <p>Collage of landscapes Using coloured paper and magazines create a landscape from a photo taken by the pupils. Using ripped paper or cut with scissors.</p>	<p>Drawing - With oil pastels</p> <p>The Great Wave off Kanagawa – Hokusai Study the great wave and look at different sections and recreate small sections of the wave using oil pastels. Look at the shapes in the wave, the foam, the mountain and the colours.</p>	<p>Georges Braque</p> <p>Cubism Still life le Jour Georges Braque Pencil drawing of still life articles that should be recycled to help save our planet.</p> <p>Skills: overlapping objects, patterns, positive/ negative colour https://theartteacher.net/2019/12/03/ks3-art-scheme-of-work-abstract-still-life/</p>	<p>Printing</p> <p>Gel printing with leaves and natural found objects and handmade stencils like snowflakes.</p> <p>With patterned paper made from gel printing Research and look at the artist.</p> <p>Pick an animal and create a paper template of all the parts.</p> <p>Then create using your own patterned paper</p>	<p>Digital and Pop Art</p> <p>Andy Warhol – Who is Andy Warhol? Tate Kids Make a selfie of yourself in Andy Warhol style.</p> <p>Create an artistic profile on Andy Warhol</p>

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		   	 <p>Either divide the wave image in to the number of pupils and givent them a section to draw and colour and put together as a whole image.</p> <p>Individually draw the great wave</p>	   <p>Mini Project #DrawWithRob — Rob Biddulph</p>	<p>Create a classroom display of animals Clare Youngs Designer / Maker (fishinkblog.com)</p> 	
Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills	

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